



## DOCTOR OF EDUCATION (EDD)

### **The Influence of Occupational Socialization on Physical Education Teachers' Interpretation and Delivery of Teaching Games for Understanding**

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**The influence of occupational socialization on  
Physical Education teachers' interpretation and  
delivery of Teaching Games for Understanding.**

**Nicholas O'Leary**

**A thesis submitted for the  
Degree of Doctor of Education (Ed.D)**

**University of Bath  
Department of Education**

**April 2012**

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## Abstract

Despite sound policy and educative reasons for its adoption, the use of Teaching Games for Understanding (TGfU) (Bunker and Thorpe, 1982, 1986b) amongst Physical Education (PE) teachers remains limited. Previous research has indicated that PE (student) teachers' past and current experiences influence their interpretation and application of this instructional model. The purposes of this interpretative case study therefore were to (a) examine how PE teachers not formally educated in its use interpreted and delivered TGfU using net games and (b) identify the factors that led to their interpretation and delivery of this model. The participants were three purposefully selected teachers from a Sports Academy in the West Midlands, United Kingdom (UK). Data were collected through formal, stimulated-recall and informal interviews, lesson observation field notes, teacher reflective journals and lesson planners. The theoretical framework used to guide data collection and analysis was occupational socialization<sup>1</sup> (Lawson, 1983a, b). The data was inductively analysed teacher by teacher and then by cross-case analysis (Lincoln and Guba, 1985).

Findings showed that the teachers demonstrated differing versions of TGfU based around teaching tactics, techniques and use of social constructivist learning strategies. Themes that influenced the teachers' interpretations and use of TGfU individually and/or collectively were their knowledge of games; the capabilities and behaviour of their pupils and the influence of past and present colleagues. The original contribution to knowledge of this thesis is that the workplace appears incapable of encouraging the full version of the model to be utilised by teachers not previously educated in its use in the UK, irrespective of the relative simplicity of the game taught and the time frame. It is recommended that teachers receive Continuous Professional Development (CPD) to develop their understanding of the tactical problem-solving nature of games; ensure they have sufficient content knowledge and be able to implement the underpinning learning theory effectively.

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<sup>1</sup> The American spelling has been adopted given the vast majority of occupational socialization literature is American based.

# **Chapter 1:**

## **INTRODUCTION**

## **1.1 Research rationale**

Games for Understanding has yet to have a major impact on the way games are actually taught ... around the world. There has certainly been a vast difference between the enthusiasm with which these ideas have been greeted by academics and sport administrators with a special interest in this area, and their uptake by teachers (Lauder, 2001, p.12).

Fifteen years earlier than Lauder, Almond had asked how the instructional model TGfU might be successfully absorbed into the culture of teaching (1986a). This thesis is a response to that still pertinent question. It is based on a desire to understand PE teachers' perceptions of TGfU; their use of TGfU and those factors that impact on their application of the model. There are a number of starting points for this study.

Within PE in the UK the playing of games has been a long standing tradition (Ward and Griggs, 2011). Historically the teaching of games has largely focussed on the acquisition of basic techniques given its close association with sport (Capel, 2000). However, the current secondary school National Curriculum for Physical Education (NCPE) (QCA, 2007a, b) has made the problem-solving and tactical aspects of games more explicit by requiring that pupils are taught to outwit opponents. Outwitting opponents not only emphasises the tactical aspects of games and the acquisition of relevant skills, it should also emphasise the need for the game to be the central focus of the lesson (O'Leary, 2008a). Despite such policy requirements, overwhelming evidence from the past thirty years indicates that the technical model dominates the teaching of games consisting largely of the repetitious practice of techniques abstracted from the game (see, for example, Bunker and Thorpe, 1982, 1986b; Capel, 2007; Goldberger and Gerney, 1990; Green, 1998; Jewett, Bain and Ennis, 1995; Kirk, 2009; Lawson, 2007, 2009; Light and Fawns, 2001; Placek and Locke, 1986; Siedentop, 2002a). The result of such decontextualised practices is techniques are unlikely to become competent game skills. It has also been suggested that the technical model results in many pupils leaving school knowing very little about games and having achieved very little success in them (Bunker and Thorpe, 1982, 1986b). In attempting to overcome these issues it has been suggested that TGfU might be a more suitable instructional model given its emphasis on tactical

understanding and the acquisition of game skills to demonstrate such understanding (Metzler, 2005).

It has also been strongly argued that the traditional approach of teaching decontextualised techniques that are underpinned by teacher-centred teaching styles has limited educational value (Capel, 2007; Kirk, 2009). While the PE profession purports to value holistic learning, current teachers largely fail to facilitate affective, cognitive and social learning concentrating instead on psychomotor development (Rink, 2005). Butler (2006) has stated that the social resolution of tactical problems, acquisition of applicable skills and playing for the game's sake rather than spending time trying to master techniques suggests that TGfU can potentially promote psycho-motor, cognitive, social and affective learning. In developing such holistic learning, TGfU constitutes a radical departure from long-established teaching practices by emphasising understanding over the mastery of techniques.

If there are sound policy and educative reasons for the adoption of TGfU, it would appear sensible, as Almond (1986a) suggests, to examine teachers' engagement with the model and how it is absorbed into the practice of games teaching. Instead, research has largely focused on the effectiveness of TGfU on pupil learning. What has received far less attention is *what influences* how the model is learned, perceived and actually taught by teachers (emphasis added).

Empirical research has been conducted examining (student) teachers' understanding and application of other instructional models, most notably Sport Education (see, for example, Curtner-Smith, Hastie and Kinchin, 2008; Curtner-Smith and Sofo, 2004; Gurvitch, Lund and Metzler, 2008; McMahon and MacPhail, 2007; Sofo, 2003; Stran and Curtner-Smith, 2009). Occupational socialization (Lawson, 1983a, b) was used to theoretically underpin such studies. This theoretical framework is defined as "all kinds of socialization that initially influence persons to enter the field of PE and later are responsible for their perceptions and actions as ... teachers" (Lawson, 1986a, p.107). It has helped researchers understand why teachers teach PE as they do (Stran and Curtner-Smith, 2009). However, teachers' implementation and those factors influencing the implementation of different instructional models in PE are not necessarily

congruent (McCaughtry *et al.*, 2004). For this reason, McMahon and MacPhail (2007) have suggested a need for research directly related to the experience of utilising specific instructional models. Previous studies examining the influence of occupational socialization upon the use of TGfU has taken place with (student) teachers outside the UK. Such studies examined (student) teachers teaching a variety of games having been formally educated in the use of TGfU. Research methods employed were interviews, questionnaires and reflective journals/diaries. Findings indicate that the three stages of occupational socialization - PE and sporting experiences as a child (acculturation), higher education/teacher training (professional socialization) and the influence of the workplace (organisational socialization) - impact on perceptions and use of the model (see Gurvitch and Metzler, 2008; Li and Cruz, 2008; Light and Butler, 2005). The current study attempted to make an additional and significant contribution to those findings.

Initially, consideration was given to conducting an intervention study similar to those outlined above. However, the influence of occupational socialization upon UK PE teachers' interpretation and use of TGfU, having not been formally educated in its use and specifically teaching net games had yet to be examined. Such a study would have greater relevance to UK PE teachers who might consider using TGfU given the vast majority of them have not been formally educated in its use (Capel, 2007). Moreover, the research findings would be likely to provide a sound foundation for a follow-up intervention study given one would know the starting points of the participants. The actual observation of lessons would provide not only teacher perceptions and issues with use of the model, but the pedagogical approaches employed during such lessons. In comparison to complex games such as basketball or football, the relative tactical simplicity of net games such as volleyball and badminton (Almond, 1986b) would be a good starting point given the participant teachers had not been formally educated in the use of TGfU. In answering the call from Wright *et al* (2005) that further specific research is required to ascertain those factors from the occupational socialization of PE teachers that influence their use of TGfU, it is hoped that this unique contribution would identify what support is required to encourage a more effective use of the model.

## **1.2 Aim and research questions**

The aim of this thesis, therefore, was to explore the influence of occupational socialization upon three secondary school P.E. teachers' interpretation and use of TGfU in teaching net games. To fulfil this aim this study addressed three research questions:

- How do the PE teachers interpret and deliver TGfU?
- What factors influence the PE teachers' interpretation and delivery of TGfU?
- What influence do the three stages of occupational socialization have on the PE teachers' interpretation and delivery of TGfU?

## **1.3 Structure of the thesis**

Following this introductory chapter this thesis is presented in four chapters. This section provides an outline of the content of each chapter.

Chapter 2 – *The review of literature* – initially focused on the educative possibilities of learning to play games. This was followed by an exploration of the traditional approach of teaching games. An outline of TGfU and the learning theory that underpins it is provided. The difficulties of adopting and utilising this instructional model are considered and explored. Occupational socialization (Lawson, 1983a, b) is explained and the influences of acculturation, professional and organisational socialization upon PE teachers' practices are evaluated. Finally, this review of literature evaluated empirical research examining the influence of occupational socialization upon the use of innovative instructional models particularly TGfU.

Chapter 3 – *The methodology* – explored issues around interpretive qualitative research and a case study design. The rationale and use of the various types of interviews, observations and documentary evidence are summarised. A description of the research setting and participants are provided. The choice of inductive analysis to analyse data as outlined by Lincoln and Guba (1985) are

considered. Ethical considerations are detailed. The chapter concludes by critically evaluating issues around the credibility of the data.

Chapter 4 – *The findings and discussion* – provided a brief biography of each research participant. How each teacher interpreted and delivered TGfU and those factors and occupational socialization stages that are likely to have influenced their understanding and application of the model were evaluated. Finally, factors arising from the three teachers personal histories that influenced their interpretation and use of TGfU were critically compared and contrasted.

Chapter 5 – *The conclusions* – provided a summary of the key findings of chapter four. These findings are positioned alongside the research questions and previous research in order to clarify how this research enquiry has added to existing knowledge. The theoretical implications of the study are considered. Possible support for the participants to encourage a more effective use of the TGfU model is then presented. Personal reflections in terms of what has been learned by the researcher and how the study might be improved are identified. Finally, future research possibilities are offered.



**Chapter 2:**  
**LITERATURE REVIEW**

## **2.1 Introduction**

This chapter will investigate a number of salient issues that potentially influence P.E. teachers' interpretation and use of TGfU. Firstly, the educative nature of games and the opportunities provided by the current secondary NCPE (QCA, 2007a, b) to encourage such learning will be outlined. Secondly, the argument that PE teachers largely focus on the teaching of decontextualised techniques using direct teaching styles and behaviourist learning presented by Kirk (2009) will be explored. Thirdly, this review will examine the reasons why TGfU has yet to have a major impact on the teaching of games in the UK. Fourthly, drawing on the seminal research of Lawson (1983a, b), this review will evaluate the influence of the three stages of occupational socialization upon how teachers teach and encourage pupil learning in PE and games. Finally, the influence of occupational socialization upon the use of innovative instructional models particularly TGfU will be critically evaluated. The examination of the above issues will provide a strong rationale for this research study.

## **2.2 Defining games**

Despite the fact that games have a long standing tradition within PE in the UK (Ward and Griggs, 2011), defining what is meant by a game is no easy task. In their seminal book *Games Teaching: A New Approach for the Primary School*, Mauldon and Redfern (1969) suggest that what is labelled a game might be best defined as “an activity in which a minimum of two people, themselves on the move, engage in competitive play with a moving object within the framework of certain rules” (p.vi). While such a definition does not include ‘stationary’ target-type games such as archery, it does appear to ‘cover’ what takes place in the majority of PE lessons. However, it does not fully clarify the main features of games.

To play games competently Kirk and MacPhail (2009) have suggested participants require declarative knowledge (familiarity with rules, aims and terminology of the game); procedural knowledge (being able to perform the correct techniques) and strategic knowledge (when and where to use those techniques so they become game skills). Unlike other activities on the PE

curriculum, games presents problems of ‘what to do,’ ‘when to do it’ in addition to ‘how to do it.’ The emphasis upon these requirements appears to be dependent on the type of game. For example, archery relies heavily on procedural knowledge. Basketball, in contrast, while requiring all three types of knowledge, is heavily reliant on players making strategic decisions. Indeed, outside of target-like games, the unique aspect of games is the decision-making process which precedes the technique employed (Bunker and Thorpe, 1982, 1986b). The thought processes or cognitive engagement appears to increase dependent on the number of players in the game and the degree of variability in the playing environment (Lauder, 2001). Common sense would suggest the need for sound practical application of skills underpinned by appropriate pupil decision-making in games to be evident in PE policy requirements.

### **2.3 The National Curriculum for Physical Education**

While previous incarnations of the NCPE (DES, 1991; DfE, 1995; DfEE/QCA, 1999) have outlined the need for the acquisition of techniques and tactical knowledge and understanding in games, the current secondary school NCPE (QCA, 2007a, b) is more explicit stating that teachers should encourage pupils to ‘outwit opponents’. Not only does this emphasise the need for the game to be the central focus of the lesson, it also emphasises the tactical aspects of games and appropriate use of relevant skills (O’Leary, 2008a). These requirements can be seen in the NCPE attainment levels. Level 5 criteria appropriate for pupils in Key Stage 3 (11-14 years) are shown below:

Pupils select and combine skills, techniques and ideas and apply them accurately and appropriately, consistently showing precision, control and fluency. When performing they draw on what they know about strategy, tactics and composition. They analyse and comment on skills and techniques and how these are applied in their own and others' work. They modify and refine skills and techniques to improve their performance and adapt their actions in response to changing circumstances (QCA, 2007a, p.196).

The assessment criteria above clearly illustrate the main features of games and what learning is required for a child to play games competently. One would

expect PE teachers to base their teaching and pupils' learning in games lessons around such policy requirements.

## **2.4 The current teaching and learning of Physical Education and games**

### **2.4.1 The 'idea of the idea of physical education'**

Despite the educative possibilities that successive NCPE have highlighted in teaching games it has been suggested that these opportunities have been largely overlooked by teachers. Kirk (2009), in his recent book *Physical Education Futures* has argued that despite a lack of consensus about the nature of PE, there are enduring commonalities of practice. He refers to this concept of PE as the 'idea of the idea of physical education' or id<sub>2</sub>. Kirk (2009) informs us that the id<sub>2</sub> is 'physical education-as-sport-techniques'. He suggests that id<sub>2</sub> is not the physical activities per se but the 'fact' that teachers teach techniques largely abstracted from the whole activity or game. Others have indicated that the teaching of PE is based on the teaching of sports largely organised around team games (Capel, 2007) or activities such as gymnastics, athletics and games (Penney and Chandler, 2000). While agreeing that these activities provide the content to teach, Kirk (2009) states it is what teachers do with these activities or how they are practised that identifies the id<sub>2</sub>. Following a warm-up, pupils repetitiously practice techniques from these activities. Examples from table tennis might be the practising of various techniques such as the backhand push or forehand smash. Correct performance of techniques is seen as paramount. Teachers are expected to make practices progressively more difficult given progression lies at the heart of id<sub>2</sub>. This is usually followed by a game where such techniques are to be used in an effective manner. Metzler (2005) refers to this organisation of a games lesson as the technical or traditional instructional model. The evidence that the acquiring of techniques abstracted from the game has been and is the major objective of games lessons is overwhelming (see, for example, Bunker and Thorpe, 1982, 1986b; Capel, 2007; Goldberger and Gerney, 1990; Green, 1998; Jewett, Bain and Ennis, 1995; Lawson, 2007, 2009; Light and Fawns, 2001; Placek and Locke, 1986; Siedentop, 2002a). However, it is not just academics that have commented on the over-emphasis on the teaching

of techniques. The Office for Standards in Education, Children's Services and Skills (Ofsted) have repeatedly accused PE teachers of over-emphasising how to perform techniques, commenting that pupils ability to select and apply these techniques in game situations is less well taught (2001, 2004, 2009). Despite its potential limitations, many teachers use the id2 to good effect to communicate the value and joys of physical activity or facilitate respect or responsibility for themselves or their peers (Kirk, 2010). However, the emphasis on acquiring techniques does appear to encourage a direct approach to instruction. This has ramifications not only for what is learned but is also likely to impact on game performance.

#### **2.4.2 The use of direct teaching styles**

There is little doubt that direct instruction dominates how the acquisition of techniques are to be achieved (see, for example, Brown, Carlson and Hastie, 2004; Curtner-Smith *et al.*, 2001; Curtner-Smith and Hasty, 1997; Fernandez-Balboa, 2009; Macfadyen and Campbell, 2005; McKay, Gore and Kirk, 1990; Tinning, 1991). Metzler (2005) concurs suggesting that teachers often use reproductive teaching styles requiring the pupil to replicate what s/he has heard and/or observed regardless of their age, experience, the activity itself or the intended learning outcomes. This is in contrast to productive styles where pupil(s) are encouraged to think in order to solve problems (Mosston and Ashworth, 2002). At this point it is worth remembering that productive styles are not necessarily preferable to direct instruction. Rather, it is about ensuring the appropriate approach is used to ensure pupils learn effectively. Direct instruction, despite its educational limitations, can be an effective method of instruction (Metzler, 2005). However, the teaching styles employed have a significant impact on the process of learning.

#### **2.4.3 Behaviourist learning theory**

Although psychologists and educationalists have defined learning in different ways, learning essentially can be understood from a behavioural or cognitive perspective (Shen, 2004). While both perspectives agree that learning is a change in behaviour, the two perspectives differ in explaining the nature of learning and

how knowledge might be defined and acquired. As we shall see shortly, cognitive learning theory requires learners to actively construct knowledge from their previous experience, knowledge or other contexts (Koekoek, Knoppers and Stegeman, 2009). In contrast, behaviourist learning theory describes learning as “the acquisition of knowledge or skill and often has been operationalized as what students take away, or gain, from educational experiences” (Pissanos and Allison, 1993, p.425). Such educational experiences are pupils usually receiving knowledge from teachers. This learning approach is the result of the use of direct teaching styles which underpins the id2.

The work of two psychologists Edward Thorndike and Burrhus Frederic Skinner largely underpin the principles of behaviourism. The former argued that education should teach children those habits, skills and knowledge that would ensure that appropriate behaviour was passed from one generation to the next (Thorndike, 1910). The latter suggested the learner was to be ‘stimulated’ and the required response was to be obtained as a result of “reinforcing consequences” (Skinner, 1953/2005, p.73). Children learn by receiving knowledge from teachers: the pupils perspective in the learning process is largely ignored (Pissanos and Allison, 1993). This behaviourist approach to learning has dominated and continues to dominate learning in PE and games (Butler, 2005, 2006; Kirk, 1992, 2010; Light and Fawns, 2001; Ofsted, 2004; QCA, 2005; Rovegno and Kirk, 1995).

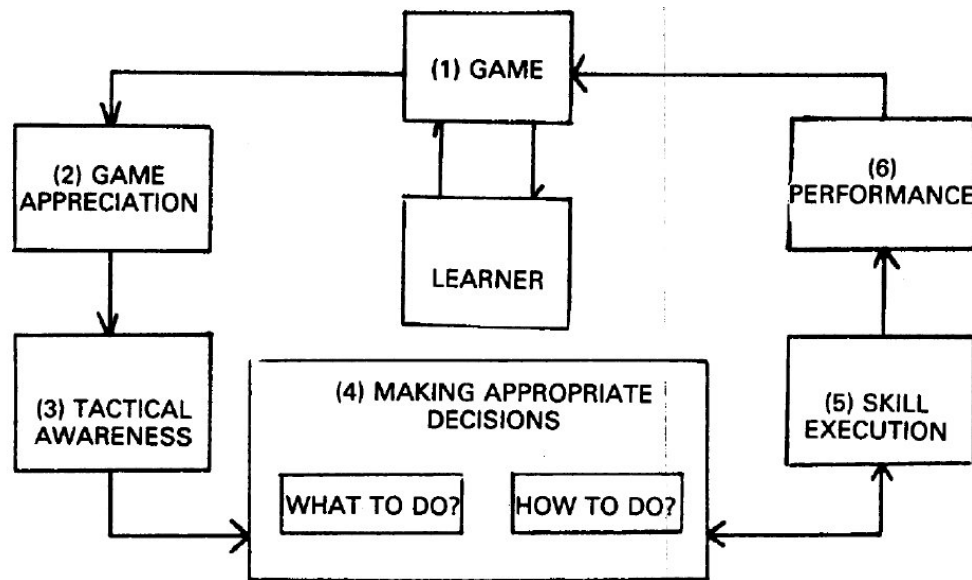
In teaching games the behaviourist approach has its advocates since techniques can be identified and selected behaviours can be identified for change (Butler, 2005, 2006; Rovegno and Kirk, 1995). Moreover, many teachers see knowledge as fixed and there is a correct way of performing a technique (Prawat, 1992). Such disciplinary mastery persuaded teachers that sufficient repetition, appropriate cues or teaching points and reinforcement would ensure that children would perform the techniques correctly (Butler, 2005). Such an approach may be an effective way of learning basic techniques requiring minimal thought (Palincsar, 1998). However, as we have seen, games present a constantly changing environment requiring the performers to make their *own* decisions regarding what technique to use and when and where such techniques should be utilised (emphasis added). For these reasons, the use of reproductive teaching

styles and the resultant behaviourist learning is unlikely to foster in pupils an ability to outwit their opponents and so play games competently.

To conclude, it is evident that the current secondary NCPE (QCA, 2007a, b) provides, in theory, an opportunity for pupils to learn the required three types of knowledge to play games successfully. The need to outwit opponents and the mandatory assessment criteria highlight the tactical aspect of games. However, overwhelming evidence indicates that PE teachers, utilising the technical model, largely focus on the teaching of decontextualised techniques using direct teaching styles and behaviourist learning. Such styles support the learning of *how* to perform techniques rather than *when* and *where* such techniques should be used in game situations (emphasis added). Behaviourist learning allows the teacher to control the content to be taught and assists in controlling the behaviour of the class. It also reinforces that there is a ‘correct’ way to perform techniques. It does not assist in developing pupils problem-solving and flexibility in performing the skills required to outwit opponents in games. These concerns were identified thirty years ago by David Bunker and Rod Thorpe, two lecturers at Loughborough University, leading to a new model of teaching games.

## **2.5 Teaching Games for Understanding**

Bunker and Thorpe (1982, 1986b) concluded that the technique-orientated, teacher-led approach to games led to a large percentage of children achieving little success in games. They believed an emphasis on ‘perfecting’ techniques rather than acquiring flexible games skills resulted in pupils leaving school knowing little about games. The two lecturers’ concerns with games teaching and learning led to their seminal TGfU paper in 1982. Republished in 1986 and entitled ‘*The Curriculum Model*’, TGfU’s aim was to assist pupils to demonstrate skilfulness during game play, defined as tactical and strategic understanding as well as effective technical execution (Turner *et al.*, 2001). Like the traditional games model, emphasis was still placed on the how to execute techniques, but in the TGfU model this was preceded by an emphasis upon what techniques to use and when and where to use them (see Figure 2.1 overleaf):



**Figure 2.1: Teaching Games for Understanding model (Bunker and Thorpe, 1986b, p.8)**

Resembling the traditional games model, TGfU also follows instructional stages. However, in contrast to the traditional model, the TGfU model starts with a game setting the scene for the development of tactical awareness and decision-making, which, in their turn, always precede skill execution and performance (Bunker and Thorpe, 1982, 1986b). In explaining their model Bunker and Thorpe (1982, 1986b) examined each of the instructional stages in turn.

The *game* referred to those adaptations required to ensure that the content was developmentally appropriate for the pupils. Adaptations could include the equipment used, the number of participants involved and the size of the playing area. Bunker and Thorpe (1982, 1986b) believed that *game appreciation* should include children understanding the rules of the game irrespective of how simple they might be. Rules give the game its shape. Alterations to the rules have implications for the tactics to be employed. *Tactical awareness* causes children to think about what they need to do to be successful in the modified game. Tactics are the principles of play which are common to all games. Such tactical awareness should also lead to an awareness of opposition strengths and weaknesses. The ‘what to do’ identifies intent such as recognising the need to attack a space near the goal and when this opportunity might be taken. The ‘how to do it’ indicates the best way to do it such as the use of a speed dribble in basketball. In the model *skill execution* is the actual production of required



technique as envisaged by the teacher and seen in the context of the child and their limitations. The sixth instruction stage of *performance* is the observed outcome of the previous processes measured against criteria that are independent of the child. Children can be classified as good or poor players. Performance is a measure of the efficiency of the technique and appropriateness of the response in the *game situation*. Sound completion of the instructional stages will necessitate modification of the initial game leading to a reappraisal of the new game. The cycle has begun again.

In summary, TGfU is the development of tactical awareness and decision-making within the framework of modified games and the teaching of skills where appropriate and always at the individuals level (Allison and Thorpe, 1997). Skills are taught once pupils recognise the need for them in the context of the game and skilful performance is seen in the context of the learner and the game. Consequently, teaching evolves from the context of the game itself (Turner *et al.*, 2001). It is clear that in emphasising the ‘what’, the ‘when’ and the ‘how’, TGfU aims to promote skilful games players and not merely the ‘correct’ execution of techniques that the id2 encourages.

### **2.5.1 Four fundamentals for planning a games curriculum**

Two years after the initial TGfU paper, Thorpe, Bunker and Almond (1984) presented the idea that a games curriculum could be developed based on the TGfU model coupled with four fundamental principles. The four principles were sampling, modification-representation, modification-exaggeration and tactical complexity. Rather than teaching certain games because they have been taught before, the facilities available or because of teacher expertise, Thorpe, Bunker and Almond (1984) suggested games should be selected so a variety of experiences can be offered. More importantly, they argued that in sampling games there is the possibility to show similarities between apparently dissimilar games and differences between apparently similar games, leading to a greater understanding of games in general. To assist with the sampling procedure, a number of possible games classifications have been advocated (see Werner and Almond, 1990 for an in-depth discussion of these classification systems). Games classification systems present frameworks for selecting and teaching games that

would offer a well-balanced curriculum (Werner and Almond, 1990). Following the games classifications systems advocated by Mauldon and Redfern (1969) and Ellis (1983) which were organised largely around the skills to play the game, Almond (1986b) produced a classification consisting of four categories of games based around tactical requirements. In target games players score by avoiding obstacles to get their objects closer than their opponents to the target. Fielding and run-scoring games include those in which an object is struck into spaces on the field as a symbol of invasion. Net/wall games feature strategies in which players gain an advantage by placing objects on a court so the opponents cannot make an effective return. During invasion games teams attempt to outscore the opponent by invading their territory. The careful grouping of games by Almond (1986b) based on tactical requirements rather than skills permits tactical transfer of learning between games of the same category. An example of the principles of play, suggested tactical problems/solutions and skills in net games can be seen overleaf:

**Table 2.1: Principles of play, tactical problems and skills in net games**

Principles of Play	Tactical problems and solutions	Off-the-ball/shuttle skills	On-the-ball/shuttle skills
	Scoring		
Using depth and/or width to manoeuvre opponent(s)	e.g. Setting up an attack by creating space on the opponent's side of the net		<p>Sending the ball/shuttle deep – using court depth</p> <p>Sending the ball/shuttle wide – using court width</p> <p>Sending the ball/shuttle deep and wide – using court depth and width</p> <p>Sending the ball/shuttle short and wide– using court depth and width</p>
	e.g. Winning the point	<p>Dominating space in own court by limiting the returning options of the opponent</p> <p>e.g. following deep shots in tennis with a move close to the net</p>	<p>Sending the ball/shuttle into the created space</p> <p>Attacking weakly returned shots e.g. using a smash or volley</p>
	Preventing Scoring		
Using depth and/or width to manoeuvre opponent(s)	e.g. Defending own side of net	Recovery to the best position to defend the whole court	<p>Sending the ball/shuttle deep – using court depth</p> <p>Sending the ball/shuttle wide – using court width</p> <p>Sending the ball/shuttle deep and wide – using court depth and width</p>
	e.g. Defending against an attack		<p>Returning the smash/drop shot - getting racket to the ball/ shuttle</p> <p>Regaining the attack by: Sending the ball/shuttle deep – using court depth</p> <p>Sending the ball/shuttle wide – using court width</p> <p>Sending the ball/shuttle deep and wide – using court depth and width</p> <p>Sending the ball/shuttle short and wide– using court depth and width</p>

(Adapted from Ward, 2009, p.26)

In contrast to Bunker and Thorpe (1982, 1986b) who stated the tactics are the principles of play which are common to all games, Ward (2009) suggests

principles of play are constant overarching strategies which are employed to attack or defend. Tactical problems are related to the principles of play but they can change dependent on any modifications the teacher may make to the game and the strengths and weaknesses of the players. Tactical problems are overcome or solved by off-the-ball skills (actions which players whom are not in possession of the ball can decide to take to aid an attacking or defensive tactic) or on-the-ball skills (actions which a player in possession of the ball can decide to take to aid an attacking or defensive tactic). Although the off and on-the-ball skills in the net games of badminton and volleyball are very different, the principles of play and tactical problems/solutions are similar and can create positive transfer from one game to another (Bradley, 2004).

An implicit aspect of the TGfU approach is that children will be able to play a game, but the adult version is likely to be beyond the reach of many (Holt, Streat and Bengoechea, 2002). Modification-representation, means “that games are developed which contain the same tactical structures to the adult game but are played with adaptations to suit the children’s size, age, and ability” (Thorpe, Bunker and Almond, 1984, p.25). While the tactical intricacies of the adult game remain, the number of players, equipment and playing area can be modified to suit the learners. For example, when playing volleyball, players should be aiming to use the principles of depth and/or width to manoeuvre opponents. However, the game can be played with a larger and slower travelling ball on a smaller court with fewer players than the adult game. The use of such modified games should allow pupils to show and develop their tactical understanding and practice skills that are developmentally appropriate.

Although modified games may allow children to relate to the adult version with reduced players and modified equipment, the solutions to the tactical problems may still be too difficult to solve (Thorpe, Bunker and Almond, 1984). If a specific game such as volleyball is being played there are primary rules that make the game what it is (Brackenridge, 1982). The fact that badminton players must use a racket to hit the shuttlecock over the net enables us to call the game ‘badminton’. While the primary rules will always be present, teachers may wish to introduce secondary rules to exaggerate a tactical problem. An example would be a player cannot win the rally until the opponent has been forced into the rear

of the court. This would emphasise the principle of depth and the tactical problems of defending and attacking space at the front and rear of the court.

Greater understanding and performance in games is also likely to take place if the four types of games are introduced and/or taught sequentially. Target and fielding/run scoring games are simpler than net/wall games which in turn are simpler than invasion games. Pupils need to think and act quicker in the continuous nature of net/wall games because fielding/run scoring games allow a team to 'gather' itself between plays. Net games are tactically simpler than invasion games. The former have the principles of depth and width while latter have the principles of penetration and scoring, supporting the player with the ball, creating space and transition (when attacking) and pressuring the ball, denying space and transition (when defending) (Ward, 2009). As a result, two common sense conclusions are evident. Firstly, games programmes should start with tactically simple games such as badminton rather than complex games such as football. Secondly, the balance of technical and tactical teaching and learning should be based on the complexity of the game category. For example, given the tactical complexity of invasion games, teachers might put greater emphasis on pupils developing tactical understanding rather than the acquiring of techniques and skills. In contrast, net games may require more time acquiring the relevant techniques. Nonetheless, the ever-changing situations found in most games require pupils to *learn* to select and apply skills *themselves* rather than acquire 'fixed' techniques from a PE teacher if they are to become competent players (emphasis added). As we have seen the use of reproductive teaching styles and resultant behaviourist learning does not encourage pupils to problem-solve and develop flexibility in performing the skills required to outwit opponents. It is therefore not surprising that TGfU is underpinned by an alternative learning perspective.

### **2.5.2 Teaching Games for Understanding and constructivist learning theory**

The foundation of constructivist learning has been attributed to the work of Piaget and Vygotsky (Rovegno and Dolly, 2006). Piaget (1952) argued that the learner constructs knowledge out of their interactions with the environment. Unlike behaviourist learning where knowledge is seen as an external agent to be

'fed' into the learner, as has been shown with the typical PE/games lesson delivery, constructivist learning emphasises that information must be examined physically (actually manipulating an object) or mentally (enlarging and refining existing schema or thought processes) (Harlow, Cummings and Aberasturi, 2006). Initially the learner tries to assimilate the new information into existing schema. If the exploration of the object or idea does not match current schema, the learner holds two contradictory views or experiences and they cannot both be true. This is known as cognitive disequilibrium and the learner is motivated to mentally accommodate the new viewpoint or experience. Through the process of accommodation, a new schema is constructed into which the information can be assimilated and equilibrium can be temporarily re-established. Disequilibrium reoccurs, however, each time the learner encounters new views or experiences that cannot be assimilated (Harlow, Cummings and Aberasturi, 2006). In short, new ideas, relationships, objects, or phenomena that do not make sense to the pupil are treated in one of two ways. The pupil either makes them fit their mental schema or they create a new understanding that better accounts for what they perceive to be occurring (Piaget, 1952). Critically, it is only when the pupil senses disequilibrium and confronts new experiences that cannot be assimilated easily that s/he is forced to accommodate new information and construct new thought processes. The pupil then becomes an active participant in the construction of knowledge. Using the TGfU model and teaching a net game for example, the teacher may present new information in the context of new tactical problem such as setting up an attack by using the front of the court. Such a problem introduces disequilibrium that the pupil finds interesting and is capable of solving with some effort and support. In other words, the teacher thinks about how to encourage the process of accommodation (Harlow, Cummings and Aberasturi, 2006). Offering the pupil information that can be easily absorbed requires no active construction of knowledge and is therefore not constructivist learning.

Alongside Piaget, Vygotsky was the other principle influence on constructivist theory. He agreed that pupils construct their own learning, but he also believed that such learning could not be divorced from social and cultural activities (Vygotsky, 1978). Vygotsky's social constructivist learning theory also suggests that knowledge and understanding can be best advanced through interactions

with others in cooperative activities (Rovegno and Dolly, 2006). Three of the key features of his theory are the Zone of Proximal Development (ZPD), intersubjectivity and scaffolding. ZPD can be defined as “the distance between the actual development level as determined by independent problem solving under adult guidance or in collaboration with more capable peers” (Vygotsky, 1978, p. 86). Such a definition recognises the two developmental levels: the actual and the potential levels of development. The actual are those accomplishments the child can already perform independently. The potential levels of development are those that can be completed with assistance, usually in collaboration with more capable others. In badminton a child could already be able to use the front of the court to set up an attack in a limited way. The use of a more competent peer could show the child different and/or more advanced ways to solve the tactical problem. Moreover, both pupils begin to solve the problem with different conceptualisations. They come to a shared understanding of the task as each person adjusts to the perception of the other. This is known as intersubjectivity. Learning becomes a matter of personal interpretation, question creation and an appreciation of validity as defined in the social group environment. The need is to focus on the learner and not the subject matter to be taught (Adams, 2006).

The concept of scaffolding refers to the social support provided by more competent others in any learning situation (Bruner, 1960). In the application of both Piaget's and Vygotsky's theoretical models, the teacher is viewed as a facilitator who helps students learn new knowledge by creating positive learning environments that take into account the child's prior knowledge, experience, developmental level, and culture (Rovegno and Dolly, 2006). Within the TGfU model the creation of such positive environments can be primarily addressed by game modification and the use of open-ended questioning. The latter will be discussed shortly. As previously described the number of players, equipment and playing area can be modified to suit the learners to achieve suitable modification-representation of adult games. Modification-exaggeration can also be used by introducing secondary rules to exaggerate a tactical problem. The degree of modification is largely determined by the relative success or failure of the pupil. Moreover, it should take place at a developmentally appropriate level and to allow the pupil to begin to achieve such success (Smith *et al.*, 1998). However,

the construction of a social constructivist learning environment appears far from straightforward.

A number of academics, in attempting to encourage (PE) teachers to utilise social constructivist theory, have suggested various pedagogical principles to underpin this learning theory in various educational environments (see, for example, Adams, 2006; Azzarito and Ennis, 2003; Brooks and Brookes, 1993; Chen, 2000; Chen and Rovegno, 2000; Gould, 1996; Hand, Treagust and Vance, 1997; Hubball and Robertson, 2004; Jonassen, 1991; Palincsar, 1998; Savery and Duffy, 2001; Watts and Bentley, 1991). A critical review of the above literature strongly indicates that three principles are necessary to create an environment in which children can think and explore: the use of problem setting and open-ended questioning; activating pupils' prior knowledge thereby ensuring the relevance of the material to the class and finally, ensuring that learning is the result of social interaction.

Games, by their very nature, provide the teacher with an opportunity to anchor learning activities to a larger task or problem. A principle of play such as depth; the tactical problem of setting up an attack by using the rear of the court and the skills required to solve the tactical problem could be taught in badminton. Rather than merely teaching a specific skill such as the forehand overhead clear, pupils would consider and construct a variety of ways of setting up the relevant attack. The emphasis would be more about how well these goals are explored rather than where pupils start or finish (Prawat, 1992). The fundamental teaching tool of solving such problems is the open-ended question (Butler, 2005).

Open-ended questions and pupils subsequent answers not only serve as a window on their thinking and learning, thereby assisting the teacher on how to proceed with the lesson, but they require pupils to make a cognitive leap, particularly when teaching game tactics (Butler, 1997). Griffin and Sheehy (2004) identified five concepts to encourage the use of open ended questioning: tactical awareness (what could you do ...); skill and movement execution (how would you do ...); time (when is the best time to ...); space (where is the best place to ...) and risk (which is the preferable choice given ...). The number and complexity of questioning is dependent on the pupils' current knowledge,



experience, developmental level and success achieved. The opportunity to develop higher order thinking such as analysing and synthesising and interpreting and summarising information can be achieved without detracting from the physical and social development usually associated with games (Chen, 2002; Howarth, 2000). It provides for collective decision-making thereby highlighting the social nature of games thus integrating cognitive development with affective and physical learning (Light and Fawns, 2001). As a result, open-ended questioning can provide greater relevance or authenticity to pupils learning.

Given the TGfU lesson is learner and game-centred whilst related to that microcosm of society sport (Ennis, 2000) should mean it is likely to be in a strong position in terms of relevance to the pupil. Rovegno and Dolly (2006) have suggested that PE and games have an advantage in that, for many pupils, their cultural background includes a pervasive interest in sport. Not only should such games lessons relate to the pupils outside world but, in doing so, it should connect with their prior knowledge and experiences. The activities offered in PE have been criticised for not being authentic in pupils' lives during their school life and after it (Fairclough *et al.*, 2002). Learning is more proficient when the child has the opportunity to previously practice the skills or knowledge in their own culture or that opportunity is available following initial instruction (Smith *et al.*, 2003). It follows that even when presenting new material it is likely to be beneficial to start with something they know or can practice outside the school or lesson that relates to the new material or activity (Cothran and Ennis, 1999; Prawat, 1992). For example, football might be a good starting point in teaching principles of possession before moving to a new activity such as field hockey in the UK given the popularity of the former activity. Relevance need not only be the type of activity offered but also how it is delivered or taught.

Pupils appear to enjoy activities more when presented in a meaningful and relevant way to them (Garrett, 2004; Hand, Treagust and Vance, 1997). Smith *et al* (2003), using TGfU in teaching field hockey to 11-13 year olds, found that meaningfulness for the pupils was connected to how the skills were used in the game situation rather than their mechanical execution. The TGfU model with its

emphasis on the game situation rather than the acquiring of techniques encourages such relevance.

Social or peer interaction allows pupils to take greater ownership of the lesson and thereby further aid the relevance of its content (Adams, 2006). In facilitating pupils' social interaction and social problem-solving, the PE teacher is guiding pupils to share ideas, encourage discussion and developing partner or group work that is hopefully cooperative and productive in nature (Chen and Rovegno, 2000). Peer interaction may be more effective than teacher-pupil interaction given the shared perspective and life experiences that the pupils are able to bring to the task. This also supports the stages of psychosocial development relating to adolescence and their need to relate to peers in order to find their role in the chase for independence (Erikson, 1982). Pupils working together can develop language confidence which is crucial given language in all its forms—spoken, read and written—is the central tool in the teaching/learning process. This can aid learning and problem-solving in particular (Donald *et al.*, 2002).

### **2.5.3 A typical Teaching Games for Understanding lesson**

A number of authors have developed the original TGfU model (see Grehaigne and Godbout, 1995; Holt, Streat and Bengoechea, 2002; Kirk and MacPhail, 2002, 2009; Light and Fawns, 2003). It has been a catalyst for similar models such as *Play Practice* (Lauder, 2001), *Game Sense* (Light, 2004) and the *Tactical Games Model* (Griffin and Sheehy, 2004) while others have discussed integrating TGfU and its variants with other instructional models (Casey, 2010; Collier, 2005; Dyson, 2005). For an initial overview of such developments see Griffin and Patton, (2005, pp.6-9). Although TGfU has been viewed in different ways and various names have emerged, the name does not really matter. What is evident in all subsequent developments of the original model is that pupils are placed in problem-solving situations where their decision-making is of critical importance and skill development occurs within its context (Griffin and Sheehy, 2004). In short, TGfU and its variants consist of “a learner-and game-centred approach to sport-related games learning with strong ties to a constructivist approach to learning” (Griffin and Patton, 2005, p.1).

The structure of a TGfU lesson is likely to consist of an initial game which is developmentally appropriate (via modification-representation and modification-exaggeration); provides pupils with the rules necessary to play the game and introduces the principle of play and tactical problem to be solved. This would be followed by technical and/or skill teaching. The pupils would then return to the modified game. Pedagogical principles should include problem setting and the use of open-ended questioning; peer/social interaction and authentic or relevant learning experiences. These aspects are summarised in Table 2.2 below:

**Table 2.2: Teaching Games for Understanding teacher and pupil benchmarks**

<b>TEACHER BENCHMARKS</b>
A principle of play and/or tactical problem is used to organise learning tasks
The lesson begins with an initial game to develop game appreciation
Tactical and skill requirements are identified from the initial game
Modification-representation and/or modification-exaggeration are used to ensure developmentally appropriate games
The teacher uses a high rate of (tactical) feedback during games
On and off-the-ball techniques and skills are taught as required
Open-ended questions are used to get the pupils to solve the tactical problem
Peer/social interaction is evident
Authenticity/relevance of material is made clear to pupils
<b>PUPIL BENCHMARKS</b>
Pupils are given time to think about open-ended questions
Pupils are engaged in making tactical decisions
Pupils make progress on tactical knowledge as they move from an initial game to technique/skill practice(s) to final game
Pupils have learned tactical awareness, decision-making and skill execution

(Adapted from Bunker and Thorpe, 1982, 1986b/86b; Griffin and Sheehy, 2004; Metzler, 2005; Thorpe, Bunker and Almond, 1984; Ward, 2009)

#### **2.5.4. Issues with the use of Teaching Games for Understanding**

There is little doubt that TGfU and its variants are popular with numerous academics (see, for example, Alison and Thorpe, 1997; Capel, 2000; Jones and Farrow, 1999; Kirk and MacPhail, 2002; Lee and Ward, 2009; Light and Fawns, 2001). The educative benefits of TGfU have been well documented (see Mendez, Valero and Casey, 2010; O’Leary, 2011a; Oslin and Mitchell, 2006 for three comprehensive reviews of this research literature). Successes using this instructional model have also been recognised (see, for example, Butler, 1996; Light and Butler, 2005; Light and Georgakis, 2005, 2006; Roberts, 2011; Wang

and Ha, 2009; Wright *et al.*, 2005). Despite such positive points, the use of TGfU amongst UK PE teachers' remains severely limited (Jones and Cope, 2011). For this reason it is necessary to critically examine the difficulties teachers have utilising TGfU.

Critically reviewing the literature based on use of the TGfU model and other tactically-based models indicates that there are four fundamental issues with their implementation and ensuing use. Firstly, the relationship between techniques, skills, tactics and games has proved to be problematic. Secondly, PE teachers' limited content knowledge of games has proved to be a stumbling block. Thirdly, the teachers' role in a social constructivist environment appears challenging. Finally, teacher concerns around behaviour management and control of the class are evident.

Teachers' trepidation was evident 25 years ago regarding the teaching of techniques, skills, tactics and the use of mini-games when using TGfU. Bunker and Thorpe (1986) found that when introducing TGfU to teachers, many believed that it was necessary to teach techniques to teach games. The fact that techniques did not have to be central to the lesson and that those taught should relate to the pupils and the game being taught were difficult points for many teachers to accept. Teachers assumed that the less able could not cope in game play due to poor techniques. The modification of the game using different equipment and changing the emphasis from techniques to understanding were difficult pills for teachers to swallow. While teachers argued that they had been using mini-games for years, they struggled to accept the game being the centre of the lesson and techniques and skills were taught to fulfil the requirements of the game. What is evident is that little has changed since that time with student teachers (Randall and Radford, 2003; Wright *et al.*, 2009), sports coaches (Harvey *et al.*, 2010; Light, 2004; Roberts, 2011) and PE teachers' (Barrett and Turner, 2000; Brooker *et al.*, 2000; Butler, 1996; Rossi *et al.*, 2007; Rovegno, 1998) similar beliefs and understanding preventing effective use of the model.

Teachers have found it difficult to break out of the technical model of structuring the lesson and/or consider alternatives (Almond, 1986a). Barrett and Turner (2000) examined how an experienced female PE teacher linked skills and tactics

together teaching STXBALL (a version of lacrosse) to a grade six class. They discovered in her first lesson the teacher could not move between the game and skill teaching. Instead she taught the whole skill and broke it down into smaller parts a la technical model. Even when the teacher started the lesson with a game, she quickly reverted to teaching skills. It was only in lesson three that she taught the pupils a skill they needed as a result of an observed weakness in the initial game. The teacher believed in skills first and game second and it was evident that while she could competently teach technically correct skills, she found it difficult to observe and teach tactical aspects of the game. What appears to hold true is that teachers want to teach what they know best which in most cases are basic techniques. Almond (1986a) identified this issue 25 years earlier reaching the conclusion that many teachers have limited tactical knowledge of games.

It has been suggested that teachers need to be very knowledgeable about games not only to select developmentally appropriate game forms for pupils to gain an understanding of a game, but also to allow teachers to observe, question and provide feedback of a technical and tactical nature (Chandler, 1996; Griffin *et al.*, 2001; Gubacs-Collins and Olsen, 2010; Rovegno *et al.*, 2001). Kirk (2011) has argued there has been an ongoing erosion of teacher content knowledge preventing teachers from taking pupils beyond the acquisition of basic techniques. Clearly, the providing of tactical feedback is particularly difficult if the teacher has only a superficial understanding of the game. Brooker *et al.*'s (2000) research on one teacher's attempts to implement Game Sense approach using basketball in an Australian junior high school perfectly illustrates this point. The teacher felt she had a limited conceptual understanding of basketball having only completed a Level 1 coaching award based around the technical aspects of the sport. As a result, she wanted to teach the skills, sub-skills and offer technical feedback. Having taught the basketball unit of work she stated:

To teach using the Game Sense approach, the teacher needs to understand the game at a high level and definitely have played the game ... not just do the ... Level 1 coaching certificate. There were many, many times at which I recognised the need to ask a question or to pass on some vital information. However I simply lacked the knowledge and understanding to do it for my grade 8's with basketball (p.16).

A lack of knowledge and understanding can hinder the teacher's observation and questioning ability. Observation of game play is difficult because player actions are interactive. They are spontaneous responses to the situational requirements of the moment. This is extremely difficult in invasion games that are free flowing and play can take place through 360 degrees. In contrast, net games are less spontaneous and tactically demanding because they have restarts after the rally is won or lost. Some have a pre-determined pattern of play such as volleyball – pass, set, hit – which limits the range of decisions a player can make and makes tactical observation generally simpler. Others such as badminton and table tennis, although not having a pre-determined pattern of play, have a smaller range of decisions to make in order to win the rally and only two principles of play, depth and width to consider. Irrespective of game type, observation of game play is not easy for an inexperienced teacher or one without a game playing background. This also makes the asking of questions problematic.

The inductive/reactive nature of TGfU means the teacher has to think on their feet. Hastie and Curtner-Smith (2006) discovered that even an experienced teacher found it difficult to ask the 'next' question when teaching 29 sixth grade pupils when using a Sport Education-TGfU hybrid unit. They reached the conclusions that the teacher would need a very good understanding of the game (content knowledge), and be able to adapt that knowledge to modify aspects of the lesson and ask the relevant open-ended questions (pedagogical content knowledge or how to teach (Shulman, 1987)). What is patently obvious is that is extremely difficult to adapt TGfU lessons that encourage thinking processes, diagnose performance problems and identify solutions without sound content knowledge. It is not surprising that the majority of teachers rely on the teaching of specific techniques in drills and compare their execution against a pre-determined list of technical points (Mitchell and Collier, 2009).

It has been suggested that a shift to a model that incorporates affective and particularly cognitive learning alongside practical learning is likely to be very difficult (Kirk, 1992). The use of a social constructivist learning perspective to achieve such goals flies in the face of conventional notions of what it is to be a teacher. Butler (1996) found that experienced teachers using TGfU often believed that the purpose of teaching is to acquire knowledge and it was the job

of the teacher to transmit such knowledge. Indeed, it has been suggested that the teacher-pupil relationship is based on the former being knowledgeable and in charge while the latter is an adult-in-waiting (Adams, 2006). Such assumptions go a long way in defining the technical approach when teaching games. Butler (1996) discovered that her experienced teachers thought that TGfU was only suitable for emotionally mature or highly motivated pupils or those with social problems. They also believed that many pupils were not capable of creative thought and that the model emphasised the cognitive at the expense of the physical. The need to facilitate pupil learning by on-the-spot observation skills, the adaptation of the lesson and the need for open-ended questions can also have repercussions in terms of behaviour management and control of the class.

There is little doubt that the technical model offers greater control over pupils given the structured nature of the lesson (Butler, 1996). Li and Cruz (2008) found student teachers were reluctant to use the TGfU model because of problems managing pupils. Qualified teachers have also felt a loss of control and behaviour management has become a concern when attempting to use a social constructivist tactical approach (Brooker *et al.*, 2000). It is hardly surprising that the “terms ‘common practice’ and ‘TGfU’ uttered in the same breath remain a pipe dream on the playing fields and sports halls the length and breadth of the UK” (Jones and Cope, 2011, p.137).

In summary, the issues around the implementation and subsequent use of TGfU have not changed in nearly forty years. While culture clearly plays a significant part in the teaching of games (see Light and Butler, 2005), PE (student) teachers in Australia, Singapore, United States of America (USA) and the UK appear to share a number of pedagogical issues using TGfU. This critical review of literature around issues influencing the use of TGfU clearly demonstrates teachers’ past and current experiences affect their use of this instructional model. In identifying the factors in PE teachers past and current experiences that makes implementation and use of the model so challenging, it might be possible to offer specific advice or support to encourage a more effective use of the model. Previous research indicates that teacher socialization shapes beliefs, understanding and how instructional models such as TGfU might be

implemented (Li and Cruz, 2008; Stran and Curtner-Smith, 2009; Wright, McNeill and Butler, 2004).

## **2.6 Teacher socialization**

Teacher socialization research attempts to comprehend how a person becomes a member of the teaching profession (Ginsberg, 1988). The emergence of teacher socialization can be traced back to Waller's classic work, *The Sociology of Teaching* (1932). More recent texts by Lortie (1975) and Lacey (1977) highlighted that how a person becomes a teacher provides an insight into how they learn to understand and fulfil their professional responsibilities (Stroot and Williamson, 1993). Put simply, teacher socialization provides an explanation of how and why teachers teach in the manner they do. It is therefore of paramount importance requiring continuous research.

Three main traditions of teacher socialization research have emerged: functionalist, interpretive and critical. Each is characterised by a theoretical orientation which shapes the questions that are asked, the way the research is conducted and the interpretation of the data collected (Zeichner and Gore, 1990). Rooted in the tradition of sociological positivism which arose in France (Durkheim, 1938), functionalism stresses the notion that socialization fits the individual to society. The purpose of family, school and university for example, was to produce an individual that can take his/her place in society (Lacey, 1977). Prior to the work of Lacey (1977) teachers were seen as passive entities that conformed to this tradition: prisoners of their past and present experiences (Schempp and Graber, 1992). In contrast, the interpretive approach argues the individual teacher has considerable agency to turn themselves into the kind of educator the situation demands (Zeichner and Gore, 1990).

Embedded in the German idealist tradition of social thought (Kant, 2003), interpretivism attempts to understand the nature of the social world at the level of subjective experience. According to the interpretivist tradition believes the teacher can determine what beliefs and behaviours would be acquired and which ignored. Research studies are nominalist seeing the world as largely existing through the names, concepts and labels used by the participants; antipositivist in



that human affairs cannot be studied in the manner of natural sciences; voluntarist in that the individual can make choices and ideographic in their emphasis on subjective accounts. Such accounts portray the teacher socialization process as much more partial or incomplete than functionalist studies (Zeichner and Gore, 1990). Zeichner and Gore (1990) have suggested, in examining the individual's unique elements of teacher socialization that some of the collective aspects of the teacher socialization process have been lost, particularly those occurring within sub-groups of teachers. They argue that both uniqueness and commonality in groups should be examined in teacher socialization research.

While interpretivism aims for understanding and functionalism is largely concerned with explanation, critical research aims for transformation. Derived largely from Marxism and the Frankfurt School (Horkheimer, 1937), the critical tradition's central purpose is bringing to consciousness the ability to criticise what is taken for granted. Class, gender and race become key foci given the historical and contemporary alienation of such groups (see Ginsburg, 1988). Such research aims to increase justice, equality, freedom and human dignity. Research that is critical must be participatory and collaborative (Zeichner and Gore, 1990).

It would appear that becoming a teacher is a struggle between an occupational ideal and the individual nature and proclivities of those aspiring to teach (Schempp and Graber, 1992). Schempp and Graber (1992) suggest that this negotiation is a dialectical process involving the confrontation of contending propositions that ultimately resolve into a synthesis of perspectives and actions of a new and unique design. The theoretical framework occupational socialization has been used to underpin research examining the contending propositions in PE teacher socialization (Lawson, 1983a, b).

## **2.7 Occupational socialization in Physical Education**

Occupational socialization in PE “includes all of the kinds of socialization that initially influence persons to enter the field of physical education and that later are responsible for their perceptions and actions as teacher educators and teachers” (Lawson, 1986, p.107). In defining occupational socialization Lawson

(1986) makes a number of primary assumptions about the socialization of PE teachers. Firstly, the socialization of PE teachers is seen as a life-long process. This assumption departs from the traditional notions of teacher socialization beginning with higher education epitomised by the Developmental Teacher Concerns Model (Fuller, 1969) which examines the dominant concerns of both student and qualified teachers.

Secondly, operations or practices in PE are institutionalised. That is to say, there is a specific way of doing things in PE. In making this assumption, Lawson (1986) argues that student and qualified teachers are subject to socialization that is responsible for their acts to reproduce actions. He views schools as institutions that are largely concerned with social control rather than social change, and so it is predictable that the socialization that accompanies them would be directed to institutional maintenance.

Thirdly, socialization is seen as problematic rather than automatic. While higher education and schools attempt to type-cast or 'mould' teachers, teachers also try to transform such institutions. Each has the capacity to shape the other. Zeichner (1979) suggested that teachers may engage in short-term compliance and impression management, or accept and internalise the contents of the socialization, or act to change the socialization setting and, in turn, the contents of the socialization that initially greeted them. The last strategy is innovative, the second custodial and the first is a kind of fence-setting that may later result in a custodial or innovative response. The differences between intended socialization outcomes and actual results are likely to be found in Lawson's fourth assumption.

The fourth assumption states student and qualified PE teachers face three types of occupational socialization (Lawson, 1986). Acculturation is the first kind and it begins at birth. It refers to childhood and adolescent observations and experiences of PE and sport, nurtured by family, friends, teachers and sport coaches amongst others. Its products become the dominant rules, meanings and actions that are so taken for granted as to be called 'common sense.' Values such as the belief that competition in life is inherently good and it is the teachers' role to tell pupils what to do are two such examples. While one might refuse to accept

such values, it is almost impossible to escape knowledge of such dominant meanings. Professional socialization refers to the process by which would-be PE teachers acquire the values, sensitivities, knowledge and skills deemed necessary by higher education institutions to teach the subject. This comprises what Lortie (1975) calls the 'shared technical culture' for teachers. Organisational or bureaucratic socialization is the process by which PE teachers learn the knowledge and skills valued by the school. Teachers internalise how PE should be taught thereby maintaining a traditional or custodial ideology (Lawson, 1983a).

The key feature of occupational socialization is that it consists of different types of socialization which are often experienced simultaneously and that they are often incompatible. This makes socialization all the more problematic, but recognition of these differences may assist in the detection and explanation of the variability amongst PE teachers and their differences in work perceptions and practices (Lawson, 1983a, 1986). For these reasons researchers have found it particularly useful to study the processes by which individuals become and develop as PE teachers (see, for example, Curtner-Smith, 1997, 2001; Curtner-Smith, Hastie and Kinchin, 2008; Lawson, 1983a, b; Li and Cruz, 2008; Sage, 1989; Schempp and Graber, 1992; Stran and Curtner-Smith, 2009; Stroot, 1993; Templin and Schempp, 1989). It is necessary at this point to critically examine the influence that each of the three stages of occupational socialization have on the teaching and learning of PE and games.

### **2.7.1 Acculturation**

The literature indicates the years spent as a pupil observing and participating in PE lessons, extra-curricular clubs, sporting sessions and school generally appears to influence prospective PE teachers in two ways. Firstly, an opportunity to observe (PE) teachers plying their trade alludes to the attributes, skills and responsibilities required of teachers (Schempp, 1989). Secondly, it appears to develop an attraction to physical activity and sport in particular (Capel, 2007; Stidder and Hayes, 2006). These two influences provide prospective teachers with a strong belief of what PE is. It is the first of these influences that we now turn our attention.

A large number of authors (see, for example, Crum, 1993; Curtner-Smith, 2001; Lawson, 1983a; Mawer, 1995; Schempp, 1987; Su, 1992) have cited Dan Lortie and his book *Schoolteacher: A Sociological Study* when discussing the impact of qualified teachers on their potential prodigies. Lortie (1975) estimated that the latter had over 13,000 hours of contact with their teachers by the time they left compulsory education. This ‘apprenticeship of observation’ provides potential teachers with their perceptions of the requirements of teacher education and for actual teaching in schools. These perceptions are what Lortie (1975) calls that person’s subjective warrant. This subjective warrant has inherent weaknesses. Schempp (1987) tested the reliability of the apprenticeship of observation theory with 49 PE students who filled out report forms before and after a 10 week teaching practice. Detailing critical incidents that were indicative of good or poor teaching, their evaluations of teaching techniques were similar before and after the teaching practice. It would appear that while they admired their own PE teachers when school pupils; they do not appear to be professional role models for subsequent generations. Schempp (1989) reminds us that teachers do not regard their pupils as the next generation of teachers requiring pedagogical advice or training. Teachers provide little opportunity for the apprentice to undertake occupational tasks or discuss technical demands of the job. Those tasks are largely inactive until a teaching role, usually as a student teacher, provides an opportunity to engage them. What pupils learn about teaching appears intuitive and imitative rather than explicit and analytical. Indeed, Lortie (1975) comments that “conditions of transfer do not favour informed criticism, attention to specifics, or explicit rules of assessment” (p.63). It would appear to be based on individual personalities rather than pedagogical aspects. While not necessarily providing the pedagogical role model for potential teachers, teachers can influence pupils’ decision to follow in their footsteps (Su, 1992).

A concern is that many youngsters may consider a career in PE based on an inappropriate subjective warrant having ‘experienced’ PE teachers who were inappropriate role models. In deciding to opt into a higher education course leading to qualified teacher status, such potential students are likely to have an understanding of the subject which is riddled with errors and/or poor practice. Capel (2007) argues that given the importance of educating the mind over the body, PE can be viewed and taught as merely recreation or break from academic

work. What is likely is that because the apprenticeship is the first ‘look’ at the work of teachers and is so long, pupils often feel they have the ability to fulfil this role based on their understanding of what they believe PE teaching entails and the influence of sport.

Socialization into and via sport have been identified as carriers of conservative values in PE teaching in the UK. Evans (1992) examining the values and beliefs of new PE teachers found what he called a ‘sporting perspective’ focusing on the development of physical skills within a meritocratic system, fostering a love of sport amongst all pupils while securing the potential for the elite child. Indeed, Capel (2007) has argued that PE teachers struggle to ‘see’ the difference between PE and sport. This has been reinforced by the influx of sports coaches teaching PE in schools (Griggs, 2010). As a result, PE curricula commonly contain sport and games taught in a traditional way, with student teachers entering higher education associating PE teaching with school sport coaching (Green, 2002). Potentially, this not only means teachers believing that PE is based upon behaviourist learning and the acquiring of techniques; something Kirk (2009) would recognise, but also teachers who would have greater difficulty in envisioning alternative innovative instructional models such as TGfU.

In summary, it is widely believed that acculturation is the most powerful form of socialization. This makes it an ally of continuity not change (Lortie, 1975; Schempp, 1989). Evidence suggests that the most common reason for pupils embarking on a career in PE is to continue their association with sport (Green, 1998). The second most common reason being the positive influence their PE teachers had on them (Mawer, 1995). In short, they desire to continue that involvement in sport in a familiar environment, perceiving PE to be primarily technique-orientated underpinned by reproductive teaching styles and behaviourist learning. The adoption and use of innovative approaches such as TGfU are likely to be difficult to comprehend. It should be remembered that the acculturation stage does not represent a professional or systematic introductory framework given it represents collected and recollected personalised experiences from days as a pupil. However, there are strong arguments that suggest that the strongest perceptions formed during the apprenticeship of observation tend to be self-perpetuating, strongly held and very resistant to change (Lortie, 1975).

Moreover, because it is so long it provides an evaluation screen through which all subsequent experiences pass (Schempp, 1989).

### **2.7.2 Professional socialization**

It would seem extremely difficult to undo 16 years of educational observation with a few years of university/teacher education. The likely impact of university and teacher training programmes on PE student teachers would appear minimal given they can enter higher education with formed perceptions of themselves as teachers, the technical skills and conceptions required to teach (see, for example, Curtner-Smith, 1999; Curtner-Smith, Hastie and Kinchin, 2008; Curtner-Smith and Meek, 2000; Doolittle, Dodds and Placek, 1993; Meek and Curtner-Smith, 2004; Stran and Curtner-Smith, 2009). The power of acculturation may be even stronger as an influx of what Zeichner and Gore (1990) call ‘non-traditional’ students enter higher education sport/PE programmes. Traditional students would enter university with either limited or no work-related experience. However, many students are now entering programmes having had coaching or teaching experience in schools. This is particularly evident in the UK given the loopholes that now enable unqualified staff to teach and coach in schools (Griggs, 2010). This has the potential to strengthen acculturation and have a negative impact on the role that professional socialization might play in influencing students’ beliefs and behaviours. The potentially limiting impact of professional socialization upon students’ subjective warrants is also dependent on the quality of the university course(s).

Research in the USA has indicated that Physical Education Teacher Education (PETE) programmes suffer from a lack of consistency with staff having contradictory views regarding education, schooling and PE. This lack of a shared technical culture amongst PETE staff provides contradictory messages for students in the teaching of PE and games (Lawson, 1983a; Lortie, 1975; Curtner-Smith, 2001; Curtner-Smith, Hastie and Kinchin, 2008). Common sense would suggest that those who undertake a specialist PE degree in the UK are also likely to receive similar contradictory messages. Such messages and the potential reality shock between their experiences as a pupil and their professional education can result in many PE students resisting efforts by their lecturers to

change their beliefs about the subject (Capel, 2007). Contradictory messages and the reality shock of their course can cause many PE students to engage in ‘studentship’ projecting an outward image that they are ‘buying into’ the orientation of the course. However, they do not internalise these beliefs. Instead they utilise a set of coping behaviours such as fronting and image projection in order to be perceived favourably by staff in order to graduate (Graber, 1989, 1991).

A further complication in the UK is that many entrants to PE teaching follow a one year Post-Graduate Certificate in Education (PGCE) or Graduate Teaching Programme (GTP), having first undertaken a sport-related degree rather than a specialist PE qualification. Since such degrees do not prepare students for the practical nature of PE as taught in schools and are unlikely to provide guidance around pedagogy and learning, students rely on experience gained outside their degree course for teaching. Capel (2007) argues that the strong socialization to teach based on sporting performance, their limited experiences in PE as pupils and input through their degree results in many PE students valuing a traditional approach to PE and games. They may find it difficult to accept there may be alternative approaches to teaching and learning. Time spent in schools as part of their PE degree and/or PGCE/GTP may further reinforce their beliefs.

Student PE teachers have seen teaching practices as more valuable than theoretical lectures for some considerable time (Capel, 2007; Lortie, 1975; Su, 1992). Practice teaching is reality and can give the student reassurance that they can instruct. It provides opportunities to observe children, teachers and schools daily operations (Dodds, 1989; Lortie, 1975). Capel (2007) suggests this can reinforce the notion that the practice of teaching is more important than theoretical work in developing students’ knowledge for teaching. She argues that should there be a conflict between the two, students are likely to accept or prioritise the school-based and dismiss the university-based parts of the course as not being relevant to their work in schools. Alternative teaching approaches such as innovative curriculum models and different ways of learning may be required to pass the course but may not be seen as relevant on teaching practice or later as a qualified teacher.

A narrow approach towards pedagogy can also be explained by the influence of qualified PE teachers who act as their mentors; the need to teach 'content' and students concerns about surviving and passing the teaching practice. Capel (2007) has suggested that student teachers and their mentors often have a limited view of knowledge required for teaching and this knowledge tends to support the traditional way of teaching PE. The need for content knowledge or knowledge of activities such as games for the immediate teaching situation is obvious. While how to teach or pedagogical content knowledge is ultimately desirable, Siedentop (2009) reminds us "you can't have pedagogical content knowledge without content knowledge, and all of our advances in pedagogy in physical education can't change that simple truth" (p.244). The need for content knowledge across a number of activity areas means many PE students do not prioritise further development of knowledge in those areas in which they already consider themselves well-informed. Student teachers' extensive experience with games in the PE curriculum and their own sporting background are likely to result in them relying on their existing knowledge and teaching/coaching approaches from their past. They often fail to explore alternative pedagogical approaches from their university course and as a result, teach games the way they were instructed (Capel, 2007).

It would appear that in most cases, PE professional socialization does not encourage students to integrate alternative pedagogical approaches for teaching and learning. The desire for a static, fixed body of content knowledge and the need to ensure appropriate classroom management and control indicates that there are established routines and practices for delivering PE. This is reinforced by many mentors who are set in their ways, believe that such approaches work and do not want such routines and practices disrupted (Capel, 2007; Green 2008). It has been argued that this technical learning allows student teachers to know what teaching approach to use to achieve a particular learning outcome, but may not be able to articulate why that outcome is important. This approach is reinforced because students rarely question how or why an activity is being taught or its influence on pupils. While research from the USA does indicate that PETE programmes can move students away from technical teaching to consider alternative pedagogical approaches that focus on innovative pupil learning (see, for example, Curtner-Smith, 1996, 1997; Curtner-Smith and Sofo, 2004;



O'Sullivan and Tsangaridou, 1992), the self-perpetuating cycle appears to ensure that in most cases, acculturation remains dominant (Capel, 2007).

It is evident that the biographies of those recruited to specialist undergraduate PE degrees or PGCE courses influence their thinking and practices (Green, 1998). The increasing number of 'non-traditional' students considering a PE course/career; the potential reality shock between their experiences as a pupil and their professional education and the lack of a shared technical culture in such courses encourage acculturation beliefs to remain. The completion of a non-PE degree; the need to acquire and teach content knowledge to pass teaching practice(s) and the technical learning encouraged by many mentors are likely to further strengthen such beliefs.

### **2.7.3 Organisational socialization**

Organisational socialization refers to the influence of the workplace and the process by which one learns a specific organisational role (Van Maanen and Schein, 1979). In learning the knowledge and skills of PE valued by the school, it has been suggested that this maintains a custodial ideology (Lawson, 1983a). The potential factors underpinning the maintenance of a traditional ideology appear numerous (see Green, 1998). A critical review of the literature indicates that, in addition to their own expertise in particular areas, the expectations of colleagues (including mentors for newly qualified staff) and the pupils appear to have the most influence on the adoption of either an innovative or custodial approach.

It has been suggested that the influence of colleagues can have the most significant effect upon the organisational socialization of teachers (Capel, 2007; Stroot and Ko, 2006; Zeichner and Tabachnik, 1981). For PE teachers this effect may be stronger than other subject teachers. Sparkes, Templin and Schempp (1993) argue that the status, rewards and support for PE teachers are very different from other subject teachers. There can be little doubt that the obvious differences between PE teachers and other teachers in terms of attire, teaching environment and the practicality of the subject set them apart from their colleagues. These factors are likely to result in PE teachers bonding with their

own kind rather than colleagues in other departments. Although PE teachers may primarily work independently of other PE staff (Zeichner and Gore, 1990), it would appear the acceptance of their peers is extremely important particularly for those new to the profession.

When newly qualified PE teachers enter their first and subsequent jobs they meet staff who generally want continuity. As a result, the new teacher learns, accepts and implements the customary strategies (Stroot and Ko, 2006) rarely questioning such approaches (Tsangaridou, 2006). The passing down of knowledge and culture from experienced to inexperienced teachers is known as the 'institutional press' (Zeichner and Tabachnik, 1981). This press has a tendency to encourage the status quo. Innovative teachers often feel obliged to adapt their behaviour and subsequently their views and practice because experienced teachers generally dislike change (Capel, 2007; Penney and Waring, 2000). Innovative professional socialization can be 'washed out' (Zeichner and Tabachnik, 1981). Obviously if the views and beliefs of the incoming teacher are similar to their experienced colleagues, these are likely to be reinforced and they are unlikely to have to change their behaviours and practices. Put simply, it is difficult for new teachers to teach significantly differently from colleagues (Wright *et al.*, 2004). The status quo or strategic compliance appears to be the two mechanisms engaged in by PE teachers to adjust to the domination of institution over teacher (Lacey, 1977). The danger of strategic compliance is that in adjusting their expectations and behaviours, such adjustments become permanent (Etheridge, 1989). However, Lacey (1997) also suggests a third mechanism to overcome the 'power' of the school: strategic redefinition, in which the teacher is able to bring new knowledge, values or skills to the situation. The nurturing of custodial or innovative orientations appears to depend largely on how the socialization of the new PE teacher is structured.

The structuring of new PE teachers' organisational socialization was outlined in Van Maanen and Schein's (1979) seminal work. Such socialization can be collective or individual; the former producing a communal spirit which makes socialization more powerful than if the individual faces it alone. Socialization can be formal or informal. It can be sequential or random; that is, it may proceed in carefully planned steps or by the absence of such an order. It may be fixed or

variable; it may proceed according to a timetable or there may not be a fixed time frame. Socialization can be serial or disjunctive; teachers may be provided with an experienced mentor who can act as a role model or be confronted with 'going it alone.' Finally, socialization may include investiture or divestiture; new knowledge and skills from professional socialization may be welcomed or rejected. Lawson (1983a) captured these six tactical dimensions in two summary hypotheses. Schools and/or departments with socialization tactics that are collective, formal, sequential, variable, serial, and involve divestiture will breed custodial orientations in new PE teachers. Schools and/or departments with socialization tactics that are individual, informal, random, disjunctive, and involve investiture, will nurture innovative orientations in new teachers. Thus, the nurturing of custodial or innovative orientations will depend on the orientation of the school/department, the orientation of the individual teacher and the socialization tactics that are employed by the institution. This was illustrated by Curtner-Smith (2001) examining the influence of PETE on one PE teacher in his first year of high school teaching. Both acculturation and professional socialization had led to an innovative approach to teaching. The socialization in school was individual, informal, random, disjunctive, and involved investiture. This allowed the teacher to teach innovatively. One must be aware of making generalisations from one American PE teacher in one school. Moreover, the socialization tactics are unlikely to support either a custodial or innovative approach to teaching; it is more likely to be a mixture of both. This is particularly so given the issues that face the teacher in the teaching environment.

Pupils are a particularly powerful socialising agent. Lawson (1988) suggested that American PE programmes will depend on what pupils will permit. He argues that pupil characteristics, actions and teacher perceptions of them will influence what pupils receive. He goes on to suggest that this is more likely to occur in 'manual' subjects like PE than 'mental' subjects such as Mathematics. While one might hope that content is 'learner-centred', the advent of the NCPE and the accompanying assessment levels together with examination PE and its theoretical underpinning makes such an assumption in the UK highly debateable. However, the isolation of PE teachers from their colleagues and the transient nature of much of the learning process may, in some small way, make the socialization of PE teachers more susceptible to the influence of the pupils. A

stronger academic argument is the influence of the pupils becomes greater on the type and frequency of teaching approaches employed as the teacher becomes more experienced. Fuller (1969) suggests mature teachers become more concerned with the impact of their teaching on the pupils learning. They are able, after experimentation with what works and does not work for them, begin to consider the learner and adapt the content and their own pedagogical approach to the pupils. In other words, they are capable of becoming more learner-centred. This experimentation has implications for their own socialization.

The beginner teacher working independently has to work out how to teach and evaluate the outcomes. Lortie (1975) argues that they become assessors of good quality teaching. This independent judgement can, in the first instance, be influenced by acculturation and professional socialization. As they become more experienced they begin to accept advice from other teachers and courses they may attend. However, what they learn from others is aligned with their own personal methods. Lortie (1975) proposes that teachers learn piecemeal 'tricks of the trade' rather than principles of teaching or learning. Such tricks must still work for the teacher concerned. This perceived effectiveness is dependent on curricular requirements, the expectations of colleagues/mentors and the influence of the pupils as we have seen. It will produce either a custodial or innovative orientation or a mixture of both. The effectiveness of this orientation is debateable.

Judgements regarding what is effective socialization are ideological and reflect the orientations of the judges. The differences in PE programmes and the competing forms of socialization bring equally different views of what is good and necessary in PE and games. All such judgements depend on the situation and the persons making them. While a custodial orientation might be grounds for criticism in some schools, it might be highly desirable where quality programmes and teaching practices deserve to be maintained (Lawson, 1983a). It would appear imperative for schools that feel the need to be innovative and implement instruction models such as TGfU to consider the background of the teachers using such models and the issues they will face in the school concerned.

In summary, there is considerable evidence that organisational socialization typically encourages a custodial orientation to teaching and pupil learning. However, there is also evidence to suggest this is not always the case. While one might expect the NCPE to provide a consensus of thought or practice, this appears dependent on the teacher's biography, the influence of colleagues and the pupils (Curtner-Smith, 1999). Research indicates that the acceptance of colleagues may be more important for PE teachers than other staff. The needs of the pupils may encourage learner-centred approaches to teaching as the teacher gains experience.

## **2.8 Occupational socialization and instructional models**

Research examining the influence of occupational socialization upon instructional models has been steadily increasing since 1986. Almond, examining teachers' experiences with TGfU commented that the teachers "had been deeply socialized into particular ways of thinking about the PE curriculum and that of teaching" (1986, p.160). Nineteen years later, Light and Butler (2005), researching student and early career teachers experiences with TGfU indicated little had changed stating "their stories reveal a personal attachment to TGfU that has been shaped by their own life experiences of sport and physical education and their beliefs about, and dispositions toward, teaching" (p.252). Research has primarily examined the influence of occupational socialization upon two instructional models: Sport Education (see, for example, Curtner-Smith, Hastie and Kinchin, 2008; Curtner-Smith and Sofo, 2004; McMahon and MacPhail, 2007; Stran and Curtner-Smith, 2009) and TGfU (see, for example, Graca and Mesquita, 2003; Li and Cruz, 2008; Light and Butler, 2005). A recent monograph in the *Journal of Teaching in Physical Education* considered the influence of occupational socialization upon the adoption of these and other instructional models (Gurvitch and Metzler, 2008).

Examining the extent to which newly qualified teachers employed the Sport Education model and those factors which encouraged or discouraged its use, Curtner-Smith, Hastie and Kinchin (2008) discovered that the model could be delivered in different ways dependent on teachers' occupational socialization. Data were collected by formally interviewing six American and four British

teachers about their occupational socialization and use of Sport Education. Analysis procedures employed were analytic induction and constant comparison. The first chief finding was that the model was delivered in three different guises dependent on the occupational socialization of the teachers. Two Americans and two Britons employed the 'full version' of the model that was congruent with the spirit of its creator's intentions (Siedentop, 1994). They had entered higher education with a teaching or moderate coaching orientation despite playing high level sport. They had all received lectures and varying opportunities to deliver Sport Education on teaching practices. The two British teachers received support from other PE teachers and pupils were generally responsive to the model. The two American teachers received little support from their colleagues and pupils were unresponsive to Sport Education. Three of the American teachers applied a 'watered down version' based around competition but many of the pupils' independent and non-physical roles were marginalised or ignored by the teachers. Two of those adopting a watered down version had a moderate teaching orientation while the other had a moderate coaching orientation. Two British teachers took a 'cafeteria approach' to the model and incorporated minor parts of Sport Education into traditional technique-orientated lessons. They had moderate coaching orientations, had attempted the model to a limited extent on teaching practice and the pupils were generally responsive to their version of the model. It is extremely difficult to determine the exact influence of one socialization stage given they are influenced by the other two. Indeed, the authors identified 12 possible hypotheses about the effects of the three stages of occupational socialization on beginner teachers' delivery of Sport Education (see Curtner-Smith, Hastie and Kinchin, 2008, p.112).

Research examining the influence of occupational socialization upon teachers' experiences with TGfU has been completed with student teachers, early career teachers and experienced staff. Li and Cruz (2008) attempted to understand how four final year student teachers taking the four year Bachelor of Education programme in Hong Kong experienced their occupational socialization with TGfU. Data was collected through semi-structured interviews and reflective journals after their second teaching practice. The interview questions examined their professional learning of TGfU, their experiences encountered, their perceived values of TGfU and their intention of using the model in the future.

Reflective journals were employed to identify the 'why', 'what' and 'how' of their significant TGfU experiences. Content analysis and constant comparison were used to analyse the data. Results showed that none of the students had experienced TGfU during their acculturation. However, they did enter higher education with a teaching orientation and an idealistic conception of PE. They acknowledged the effectiveness of their professional learning/socialization in adopting and implementing the model during their teaching practice. They felt that PETE had not given them sufficient content knowledge particularly tactical understanding of various games. This made it difficult to ask probing questions and transform their understanding into pedagogical knowledge. Despite the triangulation of methods, the small sample of selected idealistic student teachers and the reliance on their views (given no lesson observations took place) indicates the findings should be treated with a degree of caution.

In contrast to Li and Cruz (2008), Light and Butler (2005) examined both student teachers and early career teachers experiences with TGfU in Australia and the USA. Data were collected using in-depth interviews examining their personal stories of teaching and why they adopted the TGfU approach and their attempts to implement it. Results indicated that the American student teachers would attempt to use the model if their mentor was supportive in its use. Their professional socialization was somewhat confusing given the majority of the university staff promoted behaviourist learning but the students belonged to a Teaching for Understanding Majors' Club in the same department which advocated constructivist learning. The Australian student teachers were frustrated by a lack of teaching time, limited/negative support from colleagues and yet pupils were generally supportive of the model despite needing time to adjust to the new way of teaching and learning. The American early career teachers received support from their principals but they were the only PE teachers in their respective schools. The Australian teachers received support from their principal and other colleagues. This allowed them to teach it across the whole primary school and even introduce it in a local secondary school. Despite relying solely on the views of the participants in this research, the need for support in both professional and organisational socialization settings appears evident.

In contrast to the previous research, a variety of methods were used investigating the influence of occupational socialization upon eight mature PE teachers' experiences with a variety of instructional models (Lund, Gurvitch and Metzler, 2008). All had experienced using model-based instruction and had supervised at least one student teacher from Georgia State University in their use of a particular model. The mean years of teaching experience was 20 with a range from four to 35 years. Four of the teachers taught in an elementary school; three were teaching in a middle school and one was a high school teacher. They were asked to complete a questionnaire that inquired about their use of the instructional model and the influence of the school setting on its employment. A telephone semi-structured interview followed up the questionnaire replies, examining their adherence to Metzler's (2005) instructional model benchmarks (see Table 2.2, p.34) and specific support from colleagues, administrative staff and parents. Six of the teachers used the Tactical Games Model (Griffin and Sheehy, 2004) yet their adherence to the benchmarks was the third lowest of the eight instructional models examined. Despite this all the teachers were confident about their knowledge to deliver the various models and understand the benchmarks. They felt they learned a great deal from talking to, observing and receiving resources from student teachers. However, it was evident those who had received theoretical classes from university had superior knowledge of the model and the relevant benchmarks. Those without formal training used one or two of the benchmarks but actually believed they were using the model correctly. Learning by observation rather than formal means such as lectures and reading appears to lead to an incomplete understanding of the model. This is not surprising given student teachers are likely to have incomplete knowledge themselves.

It was also evident that the teachers modified the model to suit their own teaching situations. Significant factors that led to such modifications were the teachers' knowledge of the activity; the influence of their pupils; learning from observing student teachers and whether they had received any instruction about the model at university. Those without formal training tended to combine various instructional models into one model. While some modifications were relatively minor, other alterations, including changing the learning theory underpinning the



model, impacted on the integrity of the model. The adaptation of an instructional model can result in different versions of the model being adopted.

In summary, the majority of research investigating the influence of occupational socialization upon (student) PE teachers' interpretation and delivery of TGfU has taken place using non-UK participants. In most cases the research used (student) PE teachers who had received training in the use of the model. While such training is available in a limited number of UK universities (see, for example, O'Leary and Griggs, 2007), the majority of qualified UK PE teachers have not had access to these opportunities (Capel, 2007). Furthermore, previous research has utilised a variety of methods to examine how TGfU was delivered. However, the use of observations and subsequent field notes to investigate their *actual delivery* of the model are conspicuous by their absence (emphasis added). Research examining how TGfU is actually implemented and those factors influencing the interpretation of this instructional model with UK PE teachers' not trained in its use appears somewhat overdue.

## **2.9 Conclusion**

It is apparent that to play games successfully pupils must be able to execute skills appropriately in order to solve tactical problems. The secondary NCPE (QCA, 2007a, b) recognises the strategic and tactical nature of games and encourages the required psychomotor and cognitive learning. Despite these points, the majority of PE teachers, using the technical model, emphasise the learning of decontextualised techniques rather than where and when such techniques should be used in game situations (Kirk, 2009). In contrast, TGfU has been identified as an instructional model which, through modified game play, can develop tactical awareness and the development of skill (Griffin and Sheehy, 2004). However, teachers have a number of concerns and pedagogical issues in the implementation and subsequent use of this instructional model. Research indicates that PE teacher socialization (Li and Cruz, 2008; Stran and Curtner-Smith, 2009; Wright, McNeill and Butler, 2004) shapes beliefs, understanding and how instructional models such as TGfU might be implemented.

Continuous research in teacher socialization is required given it provides an explanation of how and why (PE) teachers teach in the manner they do. Occupational socialization has been used extensively to underpin research examining why pupils consider a career in PE and the factors that are later responsible for their perceptions and actions as teachers (Lawson, 1986). Acculturation is believed to be the most powerful form of socialization. The desire to continue their association with sport (Green, 1998) and the positive influence their PE teachers had on them (Mawer, 1995) encourages pupils to pursue a career in PE. The acculturation stage does not provide an introductory pedagogical framework given it represents personalised experiences from days as a pupil. However, the strongest perceptions formed during the apprenticeship of observation tend to be self-perpetuating and very resistant to change (Lortie, 1975). Moreover, because it is so long it provides an evaluation screen through which all subsequent experiences pass (Schempp, 1989). Professional socialization appears heavily influenced by the biographies recruited to PE degrees or PGCE courses (Green, 1998). While examples exist of PETE having a considerable influence on the beliefs of student teachers (see, for example, Curtner-Smith, 1998), the potential reality shock between their school experiences and their professional education and the lack of a shared technical culture in such courses encourage acculturation beliefs to remain. The completion of a sport-related rather than a PE degree and the encouragement by mentors to acquire and teach content knowledge to pass teaching practice(s) are likely to further strengthen such beliefs. Teacher biography, the influence of other teachers (including mentors) and pupils influence teaching and learning approaches during organisational socialization. Initially, mentoring can support a custodial or innovative approach to teaching or more likely, a mixture of the two. While teachers are capable of becoming more learner-centred and innovative in their approaches (Fuller, 1969), they are influenced by what is expected from colleagues, NCPE guidelines and assessment requirements. They also rely on what works best for them and this is clearly influenced by their past experiences.

Three salient points arise from examining research investigating the influence of occupational socialization upon the perceptions and delivery of TGfU and other innovative instructional models. Firstly, a variety of factors from the three stages

of occupational socialization appear to influence how the models are perceived by teachers. Secondly, this perception results in a variance in how such models are delivered. Thirdly, research has largely consisted of examining non-UK (student) PE teachers' opinions of TGfU. The vast majority of this research has been conducted using participants trained in using this instructional model. Such research has also been largely conducted using interviews, questionnaires and reflective journals/diaries. There is a need to examine firstly, how TGfU is actually implemented using observations/field notes and secondly, those factors influencing the interpretation of this instructional model with UK PE teachers' not trained in its use. Such research will identify not only their perceptions and issues with use of the model, but the pedagogical approaches employed during TGfU lessons. Such a contribution may determine what support structures could be put in place to aid the effective use of this innovative approach.

## **Chapter 3:**

# **METHODOLOGY**

### **3.1 Paradigm**

There is more to the design of a research study than entering into the methodological debate of using a qualitative or quantitative approach and then selecting a method or two (Schwandt, 2000). Methodology is dependent on paradigm choice. Denzin and Lincoln (2000) state that paradigm choice or the basic belief system (Guba and Lincoln, 2005) is based on ontology (the nature of reality and the nature of the human being in the world); epistemology (judgements about knowledge and the relationship between the knower and the known) and methodology (the best means for gaining knowledge about the world). It is not necessary to judge what paradigm is best. Instead researchers need to locate themselves in the paradigm that best suits their purpose (Markula and Silk, 2011). In attempting to explore the influence of teachers' past and current experiences on their interpretation and use of TGfU, I was 'drawn' to the interpretive paradigm. The participants were likely to construct multiple meanings of reality (ontology) while the findings would be socially constructed between the participant teachers and me (epistemology). I would be gaining first-hand experience of the teachers under investigation (methodology). In short, the interpretive aim was to 'see' and understand the participants' subjective experiences and viewpoints (Denzin and Lincoln, 2000; Markula and Silk, 2011; Schwandt, 1994; Sparkes, 2002; Veal, 1997). Methodological approaches derive from such paradigmatic concerns.

### **3.2 Methodology**

The aim of research utilising a qualitative methodology has been described by Denzin and Lincoln (2005) as the understanding of social happenings in their natural settings, attempting to interpret phenomena in terms of the meanings people bring to them. While numbers or the desire for quantification can enhance inquiry enormously, they exclude the meaning and purposes attached by participants to their activities (Guba and Lincoln, 1994; Salz, 1992). In contrast, qualitative research accepts that people are in the most appropriate position to interpret and talk about their own environment (Anderson and Arsenault, 1998).

### **3.3 Research design**

I considered a case study design (Stake, 2000) given the desire to research PE teachers' interpretation and use of TGfU. Case study research can be defined as the intensive study of a specific case such as a teacher in their real-life context (Gratton and Jones, 2004). Within the interpretive paradigm such a research design can describe a particular reality, provide explanations and evaluate phenomenon (Gall, Gall and Borg, 2007; VanWynsberghe and Khan, 2007). Case study research places the researcher in the field to observe and record producing multiple sources of information rich in context (Creswell, 1998; Stake, 2000). The strengths of this research design include ease of understanding for academics and non-academics and the potential for theory development (Gall, Gall and Borg, 2007). The above reasons convinced me this was an appropriate research design to adopt. This inquiry utilised a multiple case study. Such an approach provides different perspectives on the topic under investigation. I was also able to potentially identify what is common and what is particular across the cases (Stake, 2000).

### **3.4 Setting**

Initial attempts to locate a secondary school PE department that utilised TGfU proved extremely difficult. Electronic mails were sent to the 200 members of the Association for Physical Education (AfPE) Heart of England (West Midlands) Region and all secondary schools in Birmingham, Walsall and Wolverhampton during September and October, 2010. Only the Celtic Academy (a pseudonym) Head of PE stated that his staff used TGfU. I met with a Deputy Head and the Head of PE from the Academy on 17/11/10 and permission was granted to conduct the research at the Academy.

The study site was a Department for Education (DfE) funded comprehensive specialist Sports, Mathematics and Computing College situated in the West Midlands. During the enquiry the school population was 1460. The majority of the pupils were White-British (68.3%); 21.7% were eligible for free school meals, 22.5% had Special Educational Needs (SEN) and 21.7% did not have English as their first language. Girls made up 49% of the school population. The

most recent full Ofsted inspection rated the overall effectiveness of the school as outstanding (Ofsted, 2006). A more recent interim assessment concluded that the school's performance had been sustained (Ofsted, 2010).

### **3.4.1 Physical Education and outwitting opponents**

PE was a compulsory subject in the school taught to boys and girls by one department of 14 teachers. The departmental programme of study was devised to meet the requirements of the NCPE (QCA, 2007a, b). Pupils were split into top, middle or lower set groups based on practical ability deduced from a variety of introductory lessons at the beginning of the school year. Each group was divided into two populations or classes and each class received two one hour lessons per week. The pupils received 10 lessons in a unit of work taught by one or more teachers. The content of a unit of work such as 'outwitting opponents' was determined by the teacher although they were expected to adopt an appropriate pedagogy to fulfil NCPE (QCA, 2007a, b) requirements. The Head of Department (HOD) expected his teachers to utilise the TGfU model in achieving the strategic requirements and adaptation of actions necessary to outwit opponents. Staff were not provided with formal training in the use of TGfU. Instead, they were expected to use their existing knowledge of games teaching and learn informally from observing, team-teaching and talking to their colleagues.

### **3.4.2 Participants**

I met with the PE staff on 24/11/10. Each teacher was asked to provide written information about their current teaching, teacher training, sporting background and knowledge and use of TGfU (see Appendix 1). This information was used to ensure that those selected for the research had varying occupational socialization backgrounds in order to fulfil the aim of the study. Following a meeting with the HOD on 02/12/10 three teachers, Bill, Simon and Karen (all pseudonyms) were selected for the study based on their differing backgrounds and the fact that they were all teaching net games to Year 7 classes between 24/01/11 - 08/04/11. The biography of each participant is outlined in the next chapter to put the subsequent discussion into context. The female teacher was teaching a top set girls group in

sports hall 2 while the male teachers were teaching middle set boys in sports hall 1. It was felt the fact that all three teachers were teaching the same year group and category of game would allow meaningful comparisons to be made between the teachers. Indoor lessons would make observations easier to conduct. The tactical simplicity of net games was also welcomed. The details of the three sets of lessons are shown below:

**Table 3.1: Lesson details**

Teacher	Unit	Group	Population	Facility	Activity	Dates	Two week timetable
Bill	3	4 (Middle set boys)	2	Sports hall 1	Badminton	24/01/11-02/03/11	<u>Week 1:</u> Mon p.2 Wed p.2 <u>Week 2:</u> Mon p.2 Tue p.3
Simon	3	4 (Middle set boys)	1	Sports hall 1	Badminton	24/01/11-04/03/11	<u>Week 1 &amp; 2:</u> Mon p.1 Fri p.2
Karen	4	1 (Top set girls)	2	Sports hall 2	Volleyball	07/03/11-07/04/11	<u>Week1:</u> Mon p.2 Wed p.2 <u>Week 2:</u> Mon p.2 Thur p.4

### 3.5 Data collection

In attempting to produce a reconstructed understanding of the social world (Denzin and Lincoln, 2000) I utilised a variety of methods including detailed interviewing, observations and documentary evidence. Table 3.2 overleaf indicates the dates specific methods were used to collect data in a four month period between 07/01/11 - 03/05/11:



**Table 3.2: Data collection timetable**

	<b>Initial interview</b>	<b>Stimulated- recall interview</b>	<b>Final interview</b>	<b>Informal interviews</b>	<b>Lesson observations/lesson planners/self- reflective journals</b>
<b>Pilot</b>	7/01/11				07/01/11
<b>Bill</b>	20/01/11	16/02/11	18/03/11		24/01/11 26/01/11 31/01/11 14/02/11* 28/02/11 02/03/11
<b>Simon</b>	17/01/11	14/02/11	14/03/11	24/01/11 28/01/11 11/02/11	24/01/11 28/01/11 31/01/11 11/02/11 14/02/11* 28/02/11 04/03/11
<b>Karen</b>	13/01/11	28/04/11	03/05/11	28/03/11 07/04/11	07/03/11 10/03/11 14/03/11 16/03/11 21/03/11 28/03/11 04/04/11* 07/04/11
					*Filmed for the stimulated-recall interview

### 3.5.1 Interviews

In attempting to explore PE teachers' interpretation and use of TGfU, initial, stimulated-recall and final interviews were undertaken with each participant. All three interviews were in-depth qualitative semi-structured interviews. Epistemologically, the use of in-depth qualitative interviews was seen as a legitimate and meaningful way to collect data on the teachers' beliefs and use of TGfU. Semi-structured interviews were used given I was aware of the issues to be addressed but wanted to ask supplementary questions based on previous answers to gain a more in-depth response (Lincoln and Guba, 1985). In sacrificing the uniformity of the structured interview, the participants would have time and the opportunity to recreate their experiences. However, sufficient structure is maintained to ensure the three teachers provide data that addresses the aim and research questions of the study (Merriam, 1998).

The initial interview questions were based on those from Curtner-Smith, Hastie and Kinchin's (2008, pp.115-117) examination of the influence of occupational socialization on beginning teachers interpretation and delivery of Sport Education. These questions explored the specifics of the teachers' acculturation, professional socialization, and organisational socialization and how these experiences influenced their beliefs and use of the instructional model. However, changes were made to the original set of questions due to the change of instructional model and as a result of the pilot interview (see Appendix 2). A pilot interview was carried out with a member of the same PE department on 07/01/11. There were no communication or motivational problems with the respondent and the resultant interview transcription contained detailed replies to questions posed. However, the interview was too long and as a result, questions relating to the use of TGfU were removed. It was also felt teachers use of the model would be better left until the lesson observations were completed. This would help ensure I would go into the observations with an open mind regarding each teacher's use of TGfU. Moreover, the stimulated-recall and final interviews could support or contradict what had been observed in lessons. The advice of Patton (1990) was also followed placing demographic questions at the beginning of the interview given they are readily addressed and would ease the respondent into the interview (see Appendix 3). The three initial interviews were conducted with the teachers in the week beginning 13/01/11.

Stimulated-recall interviews (SRI) were also used to gather data from the four teachers. SRI involved interviewing each teacher while playing them an audio-visual recording of one of their lessons (Dempsey, 2010). An example transcript can be found in Appendix 4. The purpose of SRI was to help the teachers recall events within their lesson with accuracy by presenting them with relevant cues or questions from that event (Allison, 1990). In congruence with Dempsey (2010), it was felt that SRI would not only add to the data collected and offer the possibility of triangulation, it would provide a memory prosthesis that moved the teacher beyond how they might or should act in a given situation to how they *did* act and why (emphasis added).

The general procedure for the SRI broadly followed the advice of Dempsey (2010, pp.354-355). It was decided to conduct each interview after each teacher

had taught at least 50% of the lessons in each unit. This ensured I had an understanding of the class, the strategies the teacher employed and the issues the teacher regularly faced. The SRI took place as soon as possible after the recording of the lesson since a minimal time delay between the lesson and the recall is likely to improve the validity of the ensuing data (Gass and Mackay, 2000). Following the video recording of the lesson using a JVC GZ-MG20EK hard disk camcorder, I viewed and listened to the recording and began to note the times at which interesting moments occurred in addition to crafting specific questions. Questions were based around the structure of the lesson observed in relation to what one might expect to find in a TGfU lesson (see Table 2.2). The teacher was also given the opportunity to discuss events they found significant. This might provide additional insights that I may not have recognised as being particularly notable. Lyle (2003) advocates greater participant ownership of the interview process is likely to reduce teacher anxiety; limit the perception of researcher judgement and stimulate rather than present just the researcher perspective.

The desire to further obtain the teacher perspective resulted in the use of informal conversational interviews. The most open-ended approach to interviewing, these interviews have also been termed “unstructured” (Fontana and Frey, 2000, p.652). Although informal and conversational in nature, with no predetermined questions, the interviews were not unfocused in nature. As suggested by Patton (2002), the aim of the research and issues pertinent to TGfU provided an overall guiding purpose. Questions were typically based around the structure of the lesson, teaching styles and learning strategies adopted together with particular successes and issues arising during the lesson. Interviews took place whenever the opportunity arose following observation of a particular lesson. It was felt that such interviews would provide flexibility to pursue information in whatever direction depending on what emerged from the observation. Matched to the teacher and the lesson, it was hoped the questions asked would therefore be salient and relevant (Patton, 2002).

The final interviews took place after the lesson observations had been completed. The broad categories of questions examined the purposes of games, the teachers’ use of TGfU, influences they felt impacted on their use of the model and

improvements that could be made to their teaching of games. The questions were developed from literature based around TGfU; the questions removed from the initial pilot interview and examination of other sources of data most notably the lesson observations and the SRI. As a result, the three interviews shared categories and a number of questions but were also specific to the teacher's background and how they had utilised the TGfU model in lessons. A final interview transcript can be found in Appendix 5.

The initial, stimulated-recall and final interviews were recorded using an Olympus DS-150 digital voice recorder. Despite criticisms by Walford (2001) amongst others that transcribing interview data adds little to the understanding of the content, and pace, accent, accentuation, tone and melody can be lost, I felt the need to have the data on paper. Moreover, the transcribing of nine interviews, although a time-consuming process, did allow me to get 'closer' to the data and begin the process of analysis.

### **3.5.2 Observations**

Observations were used given they support an ontological perspective which sees behaviours, actions and interactions as crucial to this research. Moreover, the epistemological stance taken suggests that knowledge and understanding of the social world can be generated by observing real-life situations (Mason, 2002). Not only do observations allow me to compare what the teachers say they do with what they actually do, it also compliments the verbal responses from the various interviews. Such observations can be structured or unstructured in nature. Mulhall (2003) informs us that the method chosen depends on the aims/research questions but will be defined predominantly by the paradigm underlying the study. Positivistic research generally uses structured observations while the interpretive paradigm uses unstructured observation.

Although unstructured in nature, my knowledge of TGfU meant that the observations were loosely based around issues or sensitizing concepts pertinent to the study. A sensitizing concept is a starting point about the type of data that may be collected and provides an initial focus for the observation (Blumer, 1954). The benchmarks from Table 2.2 were deemed ideal sensitizing concepts

given they verify that TGfU has been implemented with an acceptable degree of faithfulness in terms of lesson structure and pedagogical principles. An observation guideline sheet was produced to aid observation and concurrent note taking (see Appendix 6). Having identified what to observe the problem moved to how to observe and record such observations effectively.

A successful pilot observation took place with a member of the same PE department on 07/01/11. The use of a Toshiba Tecra M9 laptop computer and the observation guideline sheet were deemed appropriate for use. However, on some occasions it was difficult to hear individual and group feedback given by the teacher. The use of a microphone to record speech worn by the teacher was considered to overcome this problem but it was felt by the pilot teacher and subsequently by the three participant teachers to be invasive in nature. Instead I moved around the relevant hall to hear the feedback offered.

The overall aims of the observations, as suggested in key research texts (Cohen, Manion and Morrison, 2007; Gall, Gall and Borg, 2007; LeCompte and Preissle, 1993; Patton 2002), was to be descriptive and reflective to ensure that the reader should be able to ‘experience’ the lesson themselves. Reflective comments such as emerging interpretations, my state of mind and comments around the effectiveness of the observations were also noted. Such comments were recorded in brackets so as to be distinguishable from descriptive notes. The guideline sheet also made reference to *how* to observe in addition to *what* to observe (emphasis added). The lessons observed are detailed in Table 3.2. Each unit of work consisted of 10 lessons. Karen was observed eight times; Simon was observed seven times while Bill was seen on six occasions making a total of 21 lesson observations. Observations did not take place when lessons were cancelled due to whole year/school activities or teacher sickness. The resulting field notes were written up immediately following the lesson or that evening to prevent me forgetting details and/or the meaning of the material (Bryman, 2008; Mulhall, 2003). Additional descriptive details and reflective comments were added during the writing up process. Field notes from one lesson observation can be found in Appendix 7.

### **3.5.3 Documentary evidence**

Teacher documentation was also used to collect data. Mason (2002) suggests that from an ontological perspective written words can be more meaningful than spoken words. Documentation took the form of lesson planners and self-reflective journals. It was hoped that these two methods would provide additional data in illuminating issues around use of the instructional model and provide further context, background and understanding (Alaszewski, 2006; Hopkins, 2008). They would also be used to support, contextualise and verify other forms of data.

Lesson planners were a requirement of the PE department to aid lesson preparation and evaluation throughout the unit of work. They were completed by the teacher after each lesson. Details required included lesson objectives, tasks set and evidence of learning outcomes being achieved (see Appendix 8). The self-reflective journals were completed voluntarily by the three teacher participants. Their use has become increasingly popular amongst researchers examining the influence of occupational socialization upon teachers practices and their use of instructional models (see, for example, Curtner-Smith and Sofo, 2004; Li and Cruz, 2008; Stran and Curtner-Smith, 2009; Zmudy, Curtner-Smith and Steffen, 2009). The participants were provided with a hardbound copy and an electronic version of the journal and were informed they could use either format. All three teachers chose to complete the paper version of the journal. Following the advice of Alaszewski (2006), the purposes of the journal and instructions on how the journal was to be completed were included in the document. The journals were employed to identify what was taught, how it was taught and why it was taught. The teachers were asked to report on satisfying and dissatisfying experiences, difficulties encountered and any additional comments they wished to include. It was also decided to follow the research of Curtner-Smith and Sofo (2004) and O'Sullivan and Tsangaridou (1992) and attempt to discover, what Flanagan (1954) referred to as critical incidents. The teachers were asked to describe anything that happened during the lesson that they found significant and finish the statement with this was significant because ... The instructions and format of an abridged self-reflective journal can be viewed in Appendix 9.

### 3.6 Data analysis

A difficulty of qualitative research is the analyses of the data generated given there are multiple options. Hatch (2002) states the decision of which type of analysis to use depends on the researcher's paradigm and the study itself. Initially, analytic induction (Goetz and LeCompte, 1984) was considered as an appropriate method of data analysis given it had been used in numerous research studies in this area (see, for example, Curtner-Smith, 1997, 1998, 2001; Curtner-Smith, Hastie and Kinchin, 2008; Curtner-Smith and Sofo, 2004; Stran and Curtner-Smith, 2009; Zmudy, Curtner-Smith, and Steffen, 2009). This inductive approach is used to examine hypothetical problems (Bryman, 2004). However, given this was an exploratory study and had no hypothetical explanation of a problem to examine it was felt a general inductive approach (Thomas, 2006) was more appropriate. Such an approach may be defined as a process for "making sense of field data" (Lincoln and Guba, 1985, p.202). Data is analysed inductively from units of information to subsuming categories or themes in order to define local hypotheses or questions that can be followed up (Lincoln and Guba, 1985).

Following an initial read through of all data sources, data was coded indicating firstly, how each teacher practiced and understood TGfU and secondly, how their occupational socialization had influenced these practices and perspectives. Both these data types were divided into units and subsequently organised into categories as shown in Table 3.3 below:

**Table 3.3: The coding process in inductive analysis**

Initial read through text data	Identify specific units of information	Label the units of information to create initial categories	Reduce overlap and redundancy among the categories	Create a model incorporating summary categories or themes
Many pages of text	Many units of text	30-40 categories	15-20 categories	3-8 categories

Adapted from Creswell (2002, Figure 9.4, p.266) and Lincoln and Guba (1985, pp.202-204).

Units were single pieces of information that were interpretable in the absence of any other information. They consisted of individual sentences, a collection of sentences or a paragraph. Units were identified noting the source from which the unit is drawn such as an initial interview or a specific lesson observation and the name of the respondent. The large number of units were then organised into initial categories that provide descriptive information about the context or setting from which the units were derived. This process has been described by Glasser and Strauss (1967) under the heading of ‘constant comparison method’. To complete this process the units were sorted into look-alike characteristics. A rule was written that served as a basis for inclusion/exclusion decisions. The rules were often changed as further units were considered but every unit had to be admissible under the final form of the rule (Lincoln and Guba, 1985). Example initial categories from how Bill taught and understood TGfU included ‘an emphasis on discipline,’ ‘limited thinking time to answer questions’ and recognising the need for technical ability.’ These initial categories were subsumed into other categories until the most important remained. These summary categories provide the themes for the discussion chapter that follows.

The use of three teachers not only allowed me to examine individual interpretation and use of TGfU and the influence occupational socialization has on these practices and perspectives, it allowed comparison amongst the three cases. It was hoped that while emphasising the uniqueness of each case, cross-case analysis might allow me to make assertions about the PE teachers’ use of TGfU. The identification of categories across some/all of the teachers may provide an indication of the strength and importance of such assertions.

### **3.7 Ethical considerations**

The ethical considerations of this research were based on the British Educational Research Association guidelines (BERA, 2011). The ethical implications of the proposed research had to be approved by the two research supervisors and the Director of Studies at the University of Bath. Alderson and Morrow (2006) argue that such gatekeepers help ensure the research is worth doing and if the potential benefits appear to justify any risks or inconvenience to participants. In addition, these procedures can veto unethical research and ensure that participants receive



sufficient written and verbal information to enable them to express informed consent or refusal.

The completion of university ethical paperwork and the BERA guidelines (2011) indicated there were five major issues to be addressed with the teachers: deception, consent, privacy, disclosure and accuracy. The issue of accuracy will be considered when discussing the quality of research. The aims, methods and intended uses of the possible data obtained were made clear to the teachers both verbally and in written form at the beginning of the study, prior to beginning interviews and informally throughout the data collection period. The teachers were informed that their participation in the study was voluntary and they were free to withdraw from participating in the research at any time without giving any reason. They were notified that they could withdraw use of their data at any time without any negative pressure or consequences. They were told that the research would require their normal engagement in teaching net games. They were made aware that data was to be collected in three forms – observations, interviews and documentary evidence. The teachers were informed that I would be a non-participant observer and field notes would be recorded during the lessons. The teachers were told there would be three formal interviews and an attempt to informally interview when possible. The teachers agreed to provide me with copies of their lessons planners and complete the self-reflective journals. The teachers were told there were no additional physical risks involved in this study and the possible social and psychological risks were minimal.

It was necessary to inform the participants of their right to privacy. They were informed that all data would be treated as strictly confidential and in line with the code of conduct of the BERA (2011). They were notified that their data would be stored in a locked cabinet at my home and eventually destroyed in accordance with the Data Protection Act (1998). It was made clear that all information would be recorded using a pseudonym. The teachers were made aware that the only people with access to the data would be me and the two supervising university staff. It was made clear that they would have access to their own data.

The teachers were informed that the research would be made available to them at the conclusion of the study via the completed thesis. They were also told that their data may be published in academic papers and presented at educational conferences. Throughout dissemination of the study their entitlement to privacy and rights to confidentiality and anonymity were guaranteed. The five ethical issues highlighted here were incorporated into an informed consent form which was signed by the participants prior to data collection (see Appendix 10).

### **3.8 Credibility of data**

Given the ‘problem’ of multiple truths within the interpretive paradigm (Denzin and Lincoln, 1994; Smith, 1984; Sparkes, 1992a, b), Hammersley (1992) suggests that truth should be represented by credibility. Unlike absolute truth, credibility asks the researcher and his or her audiences, are the findings of the inquiry worth paying attention to? According to Seale (1999) credibility has two central concepts – validity and reliability. Interpretive research takes validity to mean the accuracy of the findings. The research findings are accurate enough so that researcher and participants feel safe enough to act upon them (Guba & Lincoln, 2005). Reliability within the interpretive paradigm examines how effectively the research was carried out.

In ascertaining the validity of the study three threats to validity are identified:

- 1) The impact of the researcher on the setting – the halo or Hawthorne effect. This is likely to be seen in changing the behaviour of the people involved in the setting.
- 2) The respondent withholding information or giving information they judge the researcher wants to hear
- 3) The researchers’ assumptions, preconceptions and biases may influence the validity of the study.

(Lincoln and Guba, 1985; Silverman, 2006)

The impact of the researcher or researcher reactivity can be minimised by prolonged involvement with the group being studied, triangulation and member checking (Padgett, 1998). It is the intention to discuss triangulation and member

checking elsewhere given they are seen as effective strategies to the other two threats of validity. It is clear that I did not spend a great deal of time with each teacher. Nonetheless, reflective comments following interviews and observations indicate a positive relationship was established with each teacher. Padgett (1998) states this is likely to reduce the threat of reactivity. This is likely to be further reduced during the lesson observations given the teachers were too busy to maintain behaviour that would be radically different from normal. However, one teacher did admit that my presence had encouraged him to pay more attention to the learning outcomes of the lesson. Another teacher also acknowledged that my presence had made them try to be as organised as possible. Despite these isolated examples, my experience has led me to agree with Mulhall (2003) who, when being a participant observer with nurses, found that the researcher reactivity is somewhat overemphasised. Nonetheless, my relationship with the teachers is likely to have an influence on the findings during the interviews.

My occupation as Course Leader and Senior Lecturer in PE at a nearby university may have encouraged the teachers to provide the answers they thought the interviewer would want to hear during the different interviews: the so-called deference effect (Russell, 1994). Audit notes indicated that one teacher wanted to “give the right answers” while another commented that he might not “know the right answers but would attempt to give them.” However, the quality of the interview questions, the obtaining of ‘rich’ data and the rapport established with staff should have helped overcome to a large extent such potential power issues. The use of triangulation may add to the validity of the findings.

Triangulation refers to the deployment of different methods in an attempt to reveal how, through different practices, the researcher(s) are capturing some phenomena that are actually happening (Markula and Silk, 2011). Patton (2002) argues that examining a situation from multiple angles of inquiry and developing competing explanations is likely to strengthen confidence in whatever conclusions are drawn. Triangulation was accomplished by the use of a variety of interviews and documentary evidence together with lesson observations. These different interpretations were compared.

A further technique employed was the use of peer debriefing. Following the advice of Lincoln and Guba (1985) a highly competent qualitative researcher was asked to review the data and analysis of it. The purpose was to confirm that the interpretations of the three types of data describe the three teachers' responses accurately. It was agreed that this was the case.

To improve the reliability of a study it is, according to Lincoln and Guba (1985), necessary for the researchers to make the research process transparent and make explicit the theoretical stance from which the interpretation took place. The purpose of the study, the choice of topic and rationale for the theoretical underpinning of the research were made clear to the participants. It was also hoped that the teachers would find the research useful in developing their teaching of net games. Collins (1992) argues that such frankness is not to be condemned but to be commended since it is impossible to complete research without being guided by your values. However, the reader may find it difficult to determine the value of data provided by quotes from interviews and snippets of information from culled field notes and documents. The use of edited quotes was used to tell it as it was, make a point or say something meaningful. This self-reflexive process was used to suggest that the views put forward are those of the teachers and not my own. Such quotes were utilised to support the analytical categories (coding). The danger is that it may only provide one view if the culling that took place during analysis supports that view. Padgett (1998) advocates the use of negative case analysis which can reduce researcher bias. Instances that contradicted initial beliefs were searched for and included in the analysis and discussion that follows. Moreover, all data was kept to allow me to refer back to the sources for analysis purposes.

Observational data are subject to greater degrees of researcher bias than interviews because observers have a greater degree of freedom regarding what they chose to observe, how they filter that information, and how it is analysed (Mulhall, 2003). The use of non-participant unstructured observations meant I was able, theoretically at least, to observe anything of relevance to TGfU. While such an approach is acceptable within the interpretive paradigm, I did attempt to make a conscious effort to distribute my attention widely and evenly. However, expectations are likely to colour what was seen and influence the interpretation

of the data. I attempted to start with an open mind and try to keep it open. The issue of a selective memory was partially overcome by the field notes being written up immediately after each lesson in most instances. There were a limited number of occasions when field notes were written up the following day or after another lesson making recall of the lesson difficult. Nonetheless, the threat to validity can be partially answered by the strategy of respondent validation or member checks.

Respondent validation or taking the data back to the participants was used in this study. Following the guidance of Lincoln and Guba (1985) and Patton (1990), lesson observations notes and interview transcripts were given to each teacher asking them to verify the accuracy of the data. However, my comments and reflections were not provided for verification purposes given they are the personal and reflective in nature. While there are those such as Hammersley (1992) who argue against the use of member checks within the paradigm, they can make the researcher aware of descriptive rather than reflective errors.

A final mechanism to improve validity and reliability is to describe the research strategy in detail. This is sometimes referred to as an audit trail. Using Lincoln and Guba (1985, pp.382-384) as a guide for completing such a trail, I recorded how access was gained to the research setting, how much trust and rapport were achieved and detailed mistakes, misconceptions and surprises (Altheide and Johnson, 1994). Research intentions, details of raw data, data reduction and analysis together with instrument development were kept.

The considerable strengths of the research process described above strengthen the credibility of the findings presented in the next chapter. While the strategies outlined may help rule out threats to validity and reliability they are not a foolproof way of guaranteeing credibility. The highlighting of issues around the use of such strategies should allow the reader to make their informed decision regarding the credibility of this study.

### **3.9 Conclusion**

The aim of this study was to explore the influence of occupational socialization upon three secondary school PE teachers' interpretation and use of TGfU in teaching net games. To fulfil this aim it was necessary to address three research questions:

- How do the PE teachers interpret and deliver TGfU?
- What factors influence the PE teachers' interpretation and delivery of TGfU?
- What influence do the three stages of occupational socialization have on the PE teachers' interpretation and delivery of TGfU?

The research methodology adopted is located within the interpretive research paradigm. Qualitative data collection took place over a four month period between 07/01/11-03/05/11. Semi-structured interviews, non-participant observations and documentary evidence were chosen as the research tools and the resultant data were analysed inductively. The ethical issues of deception, consent, privacy, disclosure and accuracy were addressed by the adopting the BERA guidelines (2011) and completion of the necessary University of Bath ethical paperwork. To address the two concepts of validity and reliability in order to improve the credibility of the data collected, I made the research process transparent and made explicit the theoretical stance from which the interpretation took place; utilised respondent validation/member checks, triangulation, peer debriefing and completed an audit trail. It is to the discussion of the data that we now turn our attention.

**Chapter 4:**  
**FINDINGS AND DISCUSSION**

## **4.1 Introduction**

The following chapter is structured in response to the request of Zeichner and Gore (1990) that both uniqueness and commonality in sub-groups should be examined within interpretive teacher socialization research. To provide the reader with a brief overview of how each teacher interpreted and delivered TGfU, the three categories of full version, watered-down version and cafeteria-style from Curtner-Smith, Hastie and Kinchin's (2008) research upon teachers interpretation and delivery of Sport Education is used. Data indicated that the three teachers interpreted and delivered TGfU in one of two ways: a watered-down version and cafeteria-style. No teacher used a full version model congruent with the teacher and pupil benchmarks identified in Table 3.2. The watered-down version included most of the benchmarks of the model while those that used a cafeteria-style merely incorporated parts of TGfU within a largely traditional or technical approach. This is followed by an in-depth evaluation of the most salient themes regarding their employment and interpretation of the model. Those factors likely to have influenced their understanding and application of the model are then examined. Finally, factors arising from the three teachers are critically compared and contrasted. To put the subsequent analysis and discussion into context a brief biography of each teacher is initially provided.

## **4.2 Bill**

### **4.2.1 A biography**

Bill grew up in the city of Nottingham, East Midlands. During the data collection he was 41 years old. His mother and father were interested in sports and his uncle had played football. He commented that "sport was all around us" and "sport was part of my life".

He found it difficult to recall his primary school PE lessons but remembered the "structured football coaching" and playing for the school football and cricket teams. At secondary school Bill played for the football, cricket and rugby teams. He explained that the PE lessons appeared to be "geared to Saturday morning



fixtures” and that “you learned through playing games basically.” During his secondary school years he played Saturday afternoon local league football.

He had no intention of becoming a PE teacher because “there was a large majority of people that didn’t want to be involved in PE and just had a mess around.” As a result, Bill studied for a Bachelor of Arts (Honours) (B.A. Hons.) in Sport and Recreation at university. During his university years he played semi-professional football and represented British University students. He remarked that “I was told to play to the highest standard you can possibly play at and that’s what I always did.” Despite contemplating coaching children football in the USA permanently, he decided to complete a PGCE in secondary PE in the UK. Bill felt his first teaching practice reinforced the technical approach to teaching games that he had experienced as a school pupil and football player. It is clear that up to this point Bill’s ‘apprenticeship of observation’ (Lortie, 1975) of what constitutes good pedagogical practice had not been changed. He had what Evans (1992) would describe as a ‘sporting perspective’ focusing on the development of physical skills within a meritocratic system, fostering a love of sport amongst all pupils while securing the potential for the elite child. It was during his second teaching practice that he encountered one teacher who encouraged him to consider teaching games with a child-centred and understanding approach.

Bill has taught in two secondary schools for 15 years. He described his first teaching position in a large secondary school as “challenging” concentrating on “football and crowd control.” Bill has spent seven years teaching at his current school and has been HOD for five years. He admits his understanding and use of TGfU has been heavily influenced by the previous HOD.

#### **4.2.2 Interpretation and delivery of Teaching Games for Understanding**

Lesson observations, the lesson planner and self-reflective journal entries showed Bill employed a watered-down version of the model. The lessons were child-centred taught “to the requirements of the kid.” Bill commented that his intention was “to try and deliver the lessons through modified games as much as possible.” Data indicated all his lessons were indeed, game-centred as suggested

by Bunker and Thorpe (1982, 1986b). The initial games in each lesson introduced the necessary rules to play the game and usually provided the pupils with a problem to solve so the pupils can start to “think about how we can outwit their opponent.” Tactical and skill requirements were usually identified from the initial game in congruence with the recommendations of Bunker and Thorpe (1982, 1986b) and Metzler (2005). Field notes from all observed lessons indicated that the teacher used a high rate of tactical feedback during games and the game modifications were developmentally appropriate. Pupils were engaged in making tactical decisions and many appeared to have learned tactical awareness and improved their decision-making. Bill stated that his “main concern is their understanding of the game and similar/other games”. It was evident that there was little teaching of the techniques of the game. While Bill did use open-ended-questions to solve tactical problems, pupils were given minimal opportunities to think individually and socially about how such problems might be solved. Inductive data analysis from the four types of interviews, lesson observations, self-reflective journals and lesson planner indicated there were three overriding themes from his interpretation and delivery of TGfU: an emphasis upon tactical understanding; limited pupil reflection and minimal technical practice.

### *An emphasis upon tactical understanding*

It was evident that Bill felt that a tactical understanding of the game to outwit their opponent was the priority in teaching games. When asked what he found significant in lesson six he stated “they are starting to get ‘canny’ in their play in greater numbers which is what outwitting opponents is all about.” In the first lesson Bill explained the nature of outwitting opponents suggesting it was about “out-thinking them.” Informing the class that tactical means “using skills the right way” he indicated that he was likely to teach when and where to select these techniques in game situations: something Ofsted have repeatedly requested from PE teachers (2001, 2004, 2009). He discussed with the pupils the similarities and differences between the net games badminton and table tennis. However, in the final interview he found it difficult to articulate the unique tactical problem-solving aspect of games or consider transfer of learning from a tactical perspective outlined by Thorpe, Bunker and Almond (1984). Instead,

transfer of learning was seen in similar skills required in each game. Nonetheless, there can be no doubt that Bill concentrated on the teaching of tactical understanding and it informed his lesson planning.

All learning outcomes included a tactical focus. Examples included “apply overhead shots to outwit your opponent,” “plan ahead to outwit your opponent” and “refine techniques to effectively carry out tactical plans.” The initial game usually outlined the rules necessary to play the game and a tactical problem. In lesson eight Bill asked the class “where the serve had to go for it to be in?” After ensuring understanding of this rule, Bill provided the group with a tactical problem asking them to consider where they should serve in the initial game.

The tactical focus was also apparent in the final game of lessons. The suggestion of Bunker, Thorpe and Almond (1984) that modification-exaggeration and representation of games should be used was seen in all lessons. In lesson two for example, the boys played a singles game in a narrow and long court either throwing the shuttle or using a short or long handle racquet. The variety of equipment helped prevent limited technical competence inhibiting the demonstration of tactical understanding.

The teacher benchmark of a high rate of tactical feedback during games was exemplified by the comment offered to one boy in lesson seven: “where did you bring him before you won the rally? Good, you brought him to the front before hitting the shuttle to the back. Good lad.” In lesson eight discussing tactics with one pupil Bill explained that “if you are going to win the rally on your third shot, you are going to have to think about where you are going to put the shuttle on your second shot.” Such feedback usually required the boys to answer questions posed by Bill. In the majority of cases the questioning was open in nature. However, the opportunity for pupil reflection was limited.

### ***Limited pupil reflection***

Despite the number of open-ended questions posed to the class throughout the unit the boys were given little time to reflect and consider their answers. During the plenary in lesson one no time was provided for pupils to think about their

replies to such questions as “what options have you got to outwit your opponent?” and “where did you play the shuttle and why?” The boys were given minimal opportunity to socially interact and consider their replies. The possibility of developing ideas through verbalisation (Light, 2002) and allowing pupils to take greater ownership of the lesson (Adams, 2006) were not taken. Indeed, during the plenary in lesson two having asked the question “how can you create space?” Bill answered the question himself stating “we need to move people around the court to create space.” However, there were a few examples of individual and social reflective periods.

The boys were asked in lesson three to “have a discussion in your group of three” in order to answer the question “what parts of the court do you think you should be targeting to win points? In lesson eight the boys were asked to sit down in their groups of four and “write down how many ways they can outwit their opponent?” In the same lesson one boy from each group of three was asked to evaluate the strengths and weaknesses of the two boys playing. This could have been extended to suggest how such information could be used when playing against the relevant boy. However, in all cases the information generated was not then utilised in game performance to outwit the opponent. It appeared to be something of an ‘add-on’ task. While Bill may not have been aware of such a limitation he did comment in his self-reflective journal that “the students could have done more discussion work.” The same point could be made regarding technical tasks.

### ***Minimal technical practice***

The number of technical learning objectives during the unit was minimal. When present they were usually combined with a tactical outcome. For example, in lesson two pupils were asked to “apply overhead shots to outwit your opponent” while in lessons seven and eight the boys were required to “refine techniques to effectively carry out tactical plans.” It was evident that Bill saw, in congruence with Kirk and MacPhail (2009), the need to perform the correct actions and when and where to use those actions. He commented in the initial interview that “the kids have to have enough technical ability to be able to play the game. We can’t hide away from that at all, but then once they have got that technical ability

to actually maintain a realistic game, that's when we can develop things." While he suggested that it was a case of "marrying the two together" it was clear that he wanted the boys to be playing modified games so they can begin "to think about how we can outwit the opponent ... and then the technical side of things sort of comes along with it and that just fits in as and when ready." For Bill, it was tactical understanding first, technical execution second. In this sense, he mirrored the ideals of Bunker and Thorpe (1982, 1986b).

Lesson observations and interview data strongly indicated Bill did not want to, or feel the need to employ technique practices. Despite the learning outcome in lesson six of "start the rally with a good serve (to outwit your opponent)" he commented that "I couldn't see the need to actually break things down and be real picky about how they were actually serving." Indeed, the only whole-class technique practice during the unit of work occurred in lesson one when teaching the class how to grip the racquet. Instead, Bill discussed techniques with the class or assisted individual pupils with their technical performance if he believed it prevented them from displaying tactical understanding. For example, in lesson three he offered a variety of teaching points to all four courts about how to serve high and long. However, he did not use specific practices to improve the technique of serving which was surprising in a number of instances.

When asked if anything was dissatisfying about lesson five Bill wrote "I am still concerned about the lack of technical competence which is now having a detrimental effect on some students' performance." Two lessons later he reiterated that "we had concentrated on tactics but the techniques need to be refined to allow us to carry out our tactical plans." Researcher reflections throughout the lesson observations had made reference that technique practices might help in this regard. Despite such comments and the need to be able to perform skills in order to show tactical understanding (Bunker and Thorpe, 1982, 1986b; Metzler, 2005), he refused to move away from modified games believing that the necessary skills would develop in the game situation.

### **4.2.3 Factors influencing Bill's interpretation and delivery of Teaching Games for Understanding**

Common sense would suggest for a 41 year old with 15 years teaching experience that the organisational stage would probably be the biggest influence on Bill's understanding and use of TGfU particularly since he had not encountered the model during his degree and PGCE course. Indeed, much of his professional socialization and concurrent football coaching had reinforced the need for technique drills and the development of technically competent performers: something he had also experienced as a gifted young footballer. However, it is worth noting that his enjoyment, competitive spirit and learning in games by playing *the* game were first learnt during the acculturation stage (emphasis added). It was during the second PGCE teaching practice that the beliefs of a specific colleague, the need to be child-centred and focus upon learning itself began to exert an influence on his subsequent teaching. Inductive analysis of these issues indicates there were two overriding themes that influenced Bill's interpretation and delivery of TGfU: the influence of colleagues and a pupil centred approach to teaching games.

#### ***The influence of colleagues***

The PE teachers with whom Bill worked during his PGCE year appeared to influence his teaching in two somewhat contradictory ways. Firstly, his experiences as a competitive footballer were reinforced by these colleagues who primarily taught in a traditional way. This was particularly the case on the first teaching practice where Bill was encouraged to teach using the technical model. Secondly, he began to observe an alternative approach during his final teaching practice as a result of the influence of Aidan, the HOD. Bill recalled that

I saw a different side of things. There was more stuff done with challenging questions as opposed to just getting them out there and occupying. My experience with Aidan was more about the learning. Learning became an issue as opposed to making sure that the discipline was right.

The fact that "it was more focused on the kids and on the learning experience" made Bill reconsider the technical model. He commented that "my mind

changed to I don't want to do it like that." This was seen in how he began to teach games:

I probably was becoming more child-centred as opposed to drill-centred. The decisions were going out more towards the kid and it was more game-orientated. Let's just slightly rectify that as we're going along, as opposed to we're all going to do this and until we've all done this we're not going to go into the drill that improves it further still.

Despite the influence of Aidan, Bill confessed he still had what Evans (1992) would call a 'sporting perspective' in his first teaching post. He readily admitted that he "didn't really identify much of a difference between a coach and a teacher" in his early career. Capel (2007) has suggested that many PE teachers struggle to 'see' the difference between PE and sport and this was evident with Bill at this stage of his career. The PE teachers in his first school taught using a traditional approach which Bill acknowledged he adopted. He learned, accepted and implemented the customary strategies. This passing down of knowledge and culture from experienced teachers is what Zeichner and Tabachnik (1981) call the 'institutional press'. The danger is that the innovative seeds sown by Aidan could be 'washed out.' This was not the case because of a colleague in his current post.

Moving to his current school he came under the influence of Len, the then Head of PE who Bill stated has "been a massive influence" on his teaching of games. When asked how he had been such an influence Bill replied "I think it's that shift from the lesson being about the kids and not being about me. I went from being a red coat to actually being what a referee should be-not seen in the game." Len encouraged him to teach games facilitating the pupils learning rather than directing the lesson. The big shift for Bill was "the lessons being about the kids and not about myself." The pupils were given greater ownership by allowing them to make decisions during the game. Unlike many teachers using TGfU who believe the purpose of teaching is telling pupils what to do in order to solely acquire knowledge (Butler, 1996), Bill began to support Len and the school's ethos of pupil understanding.

Bill explained that the Celtic Academy was a “proactive school as opposed to a reactive school” and this meant “students having some ownership of their learning and ... the fact that they’re not talked at.” He commented that the senior staff expects “that students are actually making decisions and understand the decisions that they’re making and why they’re making them.” Working in such an environment with “lads who promote that sort of thing” allowed Bill to develop the understanding side of his teaching. The PE department handbook, written largely by Len, advises teachers to adopt proactive teaching styles and move lessons from being teacher-led.

### *A pupil centred-approach to teaching games*

Bill provided two pupil-related reasons for his constant use of modified games and lack of technical work. Firstly, in congruence with previous research (Alison and Thorpe, 1998, 1997; Light and Butler, 2005; Mendez, Valero and Casey, 2010) he believed that the group was best “motivated by maintaining a game situation throughout the lesson.” Secondly, he argued “the initial ability of the kids in the group didn’t require technique work.” The latter point reinforced his belief, and that of Bunker and Thorpe (1982, 1986a), that skills need to be of sufficient standard to allow tactical performance to be shown in the game. Unlike many other research findings (see for example, Barrett and Turner, 2000; Bunker and Thorpe, 1986e; Rossi *et al.*, 2007) Bill did not feel the need to make techniques central to his lessons. However, there is little doubt that Bill provided technical assistance and feedback to those pupils who he felt required it. In that sense, the game did provide the skill requirements not so much for the lesson, but for the individual child.

The type of child also appears to have been a factor in the limited pupil reflection to open-ended questions. In the final interview Bill explained that the class contained

A range of special educational needs that have got to be taken into consideration. Some have got real issues relating to concentration. When they were writing down their strengths and weaknesses and areas for development, there were one or two that were starting to ‘bubble’ ... and so, you might restrict what they’re doing with regards to that sort of thing.



Bill felt it necessary to “maintain discipline with kids that have got a tendency to drift off-task and ... ensure that they’re still focused.” It was evident that the need to maintain appropriate pupil behaviour was important. Indeed, he conceded that he had adopted some of the “military” mannerisms of a teacher from his first teaching practice with the younger boys “just to crack the whip.” Brooker *et al* (2000) indicates that Bill is not alone in feeling a potential loss of control when attempting to utilise social constructivist learning strategies. It was clear from various data sources that individual and social pupil reflection was important but he found it difficult to put these into place with this group of boys. Observational data indicated he did not lack the pedagogical content knowledge to ask open-ended questions; it was managing the thinking and/or discussion periods that appeared problematic. This was made apparent when asked in the final interview what personal developments do you feel you need to make to be able to deliver TGfU more effectively his first reply was “the thinking side of things.”

#### **4.2.4 Summary**

Bill employed a watered-down version of TGfU primarily due to organisational stage factors. The tactical focus to organise the subsequent learning tasks which were almost always well designed modified games may have originated from his love of *the* game as a child and being a very competent sportsperson (emphasis added). However, data indicates the influence of colleagues most notably Len, and his pupil-centred approach to teaching games were the crucial factors. The emphasis throughout the unit was tactical understanding and tactical performance rather than technical execution. The reluctance to engage in technique work was pupil driven. Bill felt that the pupils had sufficient technical proficiency to engage in modified games and thereby show tactical acumen to outwit their opponent. However, he did remark on the need to improve the boys technical abilities throughout the unit of work; something that never really occurred outside of the modified games. It would appear that the desire to play modified games for affective reasons and the influence of his current colleagues were more powerful factors than an emphasis on developing technical competency. In this respect, organisational socialization has proved to be more powerful than the two previous stages; something which contradicts much of the empirical literature (see, for example, Capel, 2007; Green, 2008; Lortie, 1975;

Schempp, 1989; Su, 1992) It would appear the influence of two significant colleagues encouraged Bill to adopt more of a facilitator role and ask a number of tactically orientated open-ended questions. However, pupils were given few opportunities to problem-solve individually or socially. While the traditional approach from his first teaching post and his acculturation and professional socialization may be factors influencing this approach, a significant factor was concerns about particular pupils' behaviour during such reflective periods.

## **4.3 Simon**

### **4.3.1 A biography**

Simon was raised in the town of Walsall, West Midlands. At the time the study began he was 25 years old. He did not consider his family to be particularly active or interested in sport. In contrast, he played sport from an early age.

Simon remembered primary school PE lessons consisting largely of outdoor education and cross-country running. He represented the school in cross-country running, football and rounders. During his primary years he began to play football for a voluntary club; something he still does to this day. Simon recalls secondary school PE as being "very much games-based" and becoming "recreational" as he got older. Although he represented the school in basketball, cricket and football he was keen to emphasise that he "wasn't really any good but ... I was always keen."

During his first year at university Simon was enrolled on a B.A. (Hons.) Sports Studies degree. He decided to switch to a B.A. (Hons.) PE degree three weeks into his second year because he had enjoyed PE at school and the practical nature of the PE degree. He commented that he was taught to teach games using the technical approach emphasising "skill development in its simplest form, progression ... and then into a fully competitive situation." During his degree studies he represented the university at football and played "a bit of cricket in the summer." Prior to arriving at his current school, Simon's 'apprenticeship of observation' (Lortie, 1975) of what constitutes good pedagogical practice had

not been radically changed by his university studies. He had a ‘sporting perspective’ focusing on the development of physical skills (Evans, 1992).

Following his PE degree Simon completed a GTP at the Celtic Academy. He had been teaching here as a qualified member of staff for two years. He acknowledged his understanding and use of TGfU had been influenced by the previous and current Head of PE.

#### **4.3.2 Interpretation and delivery of Teaching Games for Understanding**

Data showed that Simon employed a cafeteria-style version of the model. The structure of his lessons was somewhat inconsistent although most lessons included an initial game followed by technical practice and a final game as suggested by Bunker and Thorpe (1982, 1986b). While some of his lessons were game-centred, others were dominated by technique practices. The initial game usually lacked any kind of focus and much of the technical work supported the *id2* (Kirk, 2009). The teacher benchmark of providing a high rate of tactical feedback during games was limited throughout the unit despite Simon wanting the pupils to tactically understand the game. He predominantly utilised behaviourist learning but examples of social constructivist learning were evident throughout the unit of work. Inductive analysis indicated there were three overriding themes from Simon’s interpretation and delivery of TGfU: the use of decontextualised technique practices; an apparent emphasis on tactical understanding and a reluctance to utilise social constructivist learning.

##### ***The use of decontextualised technique practices***

Simon appeared to understand the purpose of skills in the TGfU model. In stating “once they’ve got some level of skill they can start incorporating tactics” he recognised that skills allow the pupils to show tactical understanding. In contrast to Ofsted (2001, 2004, 2009) and numerous academics (see, for example, Bunker and Thorpe, 1982, 1986b; Capel, 2007; Green, 1998; Jewett, Bain and Ennis, 1995; Light and Fawns, 2001; Siedentop, 2002a) who have argued that PE teachers over-emphasise the teaching of techniques, he commented that “the actual correct technical model of the skill is no longer that

important to me.” Despite not striving for ‘perfect’ technique and yet recognising the need for competent and relevant skills, observation of his lessons indicated that Simon actually spent considerable time teaching techniques. This was made more surprising given he expressed the view after lesson one that he was pleased and surprised at the very good playing ability of the group. He felt the class were better than a typical year seven, middle set group given they were capable of playing the game immediately.

This apparent contradiction was seen in three guises. The technique practices were either not relevant to the lesson objectives consisting of familiarisation practices; aligned to the tactical learning objective or not developmentally appropriate for the boys. In the first example, the lesson objectives for lesson one were “develop an understanding of the game of badminton” and “hit the shuttle with reasonable consistency on both sides of the body and both sides of the racquet.” The boys were asked to hit the shuttle into the air ten times. This was extended to a maximum of thirty hits and then made more difficult still by moving the racquet around one leg before hitting the shuttle again. While these familiarisation practices may aid manipulation of the racquet and shuttle they do not directly relate to the lesson objectives. They certainly do not assist with pupils showing tactical understanding. Indeed, the purposes of such practices were not made clear to the class and these familiarisation techniques were not referred to again in the lesson.

Secondly, the technique practices were aligned to the tactical lesson objectives as one would expect in a TGfU lesson. For example, in lesson two pupils practised the serve into a hoop and then into the rear two lines of the court. These technique practices were appropriate given the tactical learning objective for the lesson was to “be able to outwit an opponent using the serve.” In lesson seven a tactical learning objective was “to plan ahead to produce a winning shot to end the rally” and pupils were asked to practice the smash having received a serve from a partner. In both instances the techniques practised underpinned the tactical lesson objective.

Finally, the technique practices were not always developmentally appropriate for the pupils. For example, in lessons seven and eight the boys were attempting to

perform the smash. In the first of these lessons the pupils were shown a picture of a professional player executing a smash whilst jumping in the air; an extremely advanced technique. The need to jump was stressed instead of necessary instruction in throwing technique, basic overhead hitting and then getting the feet behind the shuttle as it drops to encourage a downward trajectory. There was no modification in net height and each pupil was given only five repetitions before moving to the next task.

Data indicated that Simon felt these decontextualised technique practices were largely inefficient. He commented in the lesson planner following lesson eight that most of the pupils were “struggling to execute the smash effectively” and in the self-reflective journal he wrote “pupils struggled to execute the smash.” Following lesson two he wrote “pupils struggled more than I anticipated with the long serve” and after lesson three he stated “pupils struggled to get shuttle to the back of the court.” In contrast to the child-centred nature of TGfU (Bunker and Thorpe, 1982, 1986b), the developmental appropriateness of these isolated technique practices for the pupils concerned is highly debateable. They were not helped by minimal practice repetitions, a lack of differentiation and feedback that was very limited and general in nature. Typical examples of such feedback included Simon putting his thumbs up or commenting “much better” or “well done.” The techniques taught were often not relevant to the lesson objectives. When they were, such techniques were not taught in game-like situations. As a result, pupils were not taught when and where techniques should be used in the game situation. In other words, such techniques were not given the opportunity to develop into competent skills and this in turn, limited pupils’ ability to show tactical understanding and play the game effectively (Kirk, 2009).

### ***An apparent emphasis on tactical understanding***

Interview data suggested that Simon felt tactical understanding was important. He commented that “as long as they have some tactical understanding of what they’re trying to do, then I’m happy.” All ten lessons included learning objectives that had a tactical focus. On occasions the stroke-move to be learned such as the smash was included in the learning objectives. This is what one would expect of a TGfU lesson: tactical understanding coupled with the relevant

skill(s) to demonstrate such understanding (Bunker and Thorpe, 1982, 1986b). However, the tactical aspects of the lesson were not related to the principle of play and/or expressed as problems to be solved by the pupils as recommended by Metzler (2005). Bunker and Thorpe's (1982, 1986b) suggestion that tactical aspects should be related to the strengths and weaknesses of the pupils were also ignored. As a result the games lacked a clear tactical focus.

This lack of focus was evident in the initial game. In contrast to the TGfU model, lesson observations indicated that the opening game did not usually set the scene for the development of tactical awareness and decision-making. Most initial games consisted of the boys simply playing a game. For example, during the stimulated-recall interview Simon commented "at no point did I tell them, go away and do this. In effect, I didn't really give them any instruction apart from I'll get the nets set up." Even when the game was modified in some way there were issues with developing the boys' tactical understanding. Lesson six perfectly illustrated these issues. Despite appropriate (if somewhat general) learning objectives—"start with a good serve; hit the shuttle into spaces and move my opponent out of position"—and the boys playing half court singles (modification-exaggeration), thereby indicating the principle of depth was being taught, this was never mentioned to the boys. Nor did Simon set the class a problem such as 'try to move your opponent from the middle of the court.' The pupils were never asked to consider why is it important to hit the shuttle to the front or back of the court or move your opponent from the middle of the court. In attempting to explain the purposes of games to the boys, Simon did not show an understanding of the problem-solving nature of games that individuals, pairs or teams attempt to overcome to prove ascendancy (Almond, 1986d). The boys were not asked to solve a tactical problem and explore the different ways this might be achieved. Instead of these processes being explored as suggested by Prawat (1992), the emphasis was product-orientated in terms of what the pupils could actually perform. In doing so, performance was highlighted while cognitive or affective learning was largely ignored (Green 2008). However, it was evident that through appropriate modification-exaggeration of the subsequent games in the same lesson, Simon was encouraging the boys to use the principle of depth. In short, the boys were employing tactics but not necessarily understanding why.

Despite a lack of clarity in developing tactical understanding, Simon did modify many of the games played throughout the unit of work to allow the boys to demonstrate their use of tactics. Recognising the pupils were struggling to hit the shuttle to the rear of the court during the initial game in lesson three, Simon changed the equipment to suit the “children’s size, age, and ability” (Thorpe, Bunker and Almond, 1984, p.25). He insisted they throw a larger and heavier shuttle. The class could throw further than they could hit and the heavier shuttle also travelled further. These two examples of modification-representation made the game developmentally appropriate given all the class now had the opportunity to place the shuttle into space thereby showing tactical understanding.

Throughout the unit of work the majority of the singles games were played on a half court that was narrow and long. This example of modification-exaggeration was highly appropriate given depth was the constant if ‘hidden’ principle of play. This was evident in lessons two, three, four and six using the serve and in lesson five using the overhead clear. While Simon admitted the use of half court singles was “the way to have them all playing throughout the lesson” he was also aware that this suitable game modification exaggerated the tactical considerations of the adult version of the game (Thorpe, Bunker and Almond, 1984). A perfect example occurred in lesson six when Simon informed the class they could only score a point by the shuttle hitting the ground in front of the service line or behind cones at the rear of the court.

It was evident that Simon felt the boys developed their tactical acumen throughout the lessons. Identifying the successes of the unit he wrote “pupils made very good progress in both their knowledge & understanding of how to outwit opponents in badminton.” He provided the pupils with game modifications appropriate to the tactical objectives of most lessons. Despite commenting on the principle of depth in the self-reflective journal he never related the tactical aspects of the lesson to the principle of play for the pupils benefit as recommended by Ward (2009). Tactical aspects were never related to the strengths and weaknesses of the players concerned. They were rarely expressed as problems to be solved by the pupils individually or collectively.

This lack of problem-solving and affective learning provided an indication of the learning theories utilised to underpin TGfU.

### *A reluctance to use social constructivist learning*

Simon used a mixture of behaviourist and social constructivist learning strategies throughout the unit. However, in line with most other PE teachers as indicated by numerous academics (see, for example, Butler, 2005, 2006; Fernandez-Balboa, 2009; Kirk, 2010; Macfadyen and Campbell, 2005) the predominant approach was behaviourist. Pupils tended to receive the knowledge from Simon. The majority of the technique work in lesson two was taught using a transmission approach utilising command and practice styles of teaching. This is not surprising given the latter teaching styles have been shown to be the most effective when teaching techniques (Goldberger and Gerney, 1990). Following lesson four Simon commented in his self-reflective journal that “up to now the unit has been very teacher led.” Even when he asked questions to the class or individual pupils the approach was teacher-led and the boys were given little chance to think about or discuss their possible replies. However, there were occasions when he did employ social constructivist strategies to learning.

Simon regularly attempted to start each lesson by activating the boys’ prior knowledge to ensure learning was relevant and authentic to the class. In lesson one he asked the pupils “what do you know about badminton?” In lesson two he attempted to recap learning from the previous lesson by asking the group “what did we do on Monday?” Watts and Bentley (1991) have argued that such one-liners show constructivist intent attempting to ‘start where the learner is at.’ This starting point was clearly a notional ‘norm’ of class achievement, ignoring individual differences and is seen by Watts and Bentley (1991) as an effective way of dealing with large group sizes. Early on in the unit he encouraged the pupils to attend the badminton club on Tuesday lunchtime so that the activity might become more relevant in their lives. In lesson two recognising limited knowledge of badminton among the class, Simon compared using the serve to outwit the opponent to taking a penalty in football stating “you would not put the ball where the goalkeeping is standing.” He clearly felt it beneficial to begin with something they know such as football.



Simon complemented the activating of the boys prior knowledge with the use of open-ended questions, problem-solving and social discussion. In lesson seven he gave the six pupils on each of the four badminton courts one laminated plain sheet and a pen and asked them to plan in their group where they might play their next shot dependent on the position of the opponent. He gave the boys three minutes to discuss their answers and visited each group listening to their replies and encouraging additional responses. However, the boys' discussion about where to play the shuttle was not used in the game situation since the remainder of the lesson was technique-focused. In lesson nine the boys had to construct their own initial game using two shuttles. In both examples the class was set a problem to solve as a result of an open-ended question and was engaged in social discussion. Once again the information generated by the boys was not then used in a game situation. The purpose of the constructed game from lesson nine was not obvious or told to the class. It may have encouraged the pupils to listen to each other and accept the rules of the game and would have been a worthwhile exercise given one of the learning objectives was "to umpire in a competitive situation." This potential link was never made explicit.

Despite issues around his use of social constructivist strategies Simon did see value in this learning theory. Following the task described above in lesson seven he commented in the stimulated-recall interview:

What I thought was if they write it down and have a couple of minutes to think about it in a calm situation, they might be able to get more from it. They might hopefully come up with more ideas that they would do if they'd just had thirty seconds of the session to think about it. That's the whole idea of giving thinking time was they might come up with some more in-depth answers.

He added in the same interview "it gave them the opportunity to learn from each other as well." Although he saw value in such a learning approach he was not happy using it. On providing pupils with time to reflect and socially discuss he stated "Oh, I hate doing things like that. I do it. To say I hate it is wrong. I can see it has its place." However, he clearly preferred behaviourist learning and a transmission approach to teaching given its prominence throughout the ten lessons.

### **4.3.3 Factors influencing Simon's interpretation and delivery of Teaching Games for Understanding**

Despite having only taught at the Celtic Academy as a qualified teacher for two years, the organisational stage had a significant influence on Simon's understanding and use of TGfU. This is not totally surprising given he had not encountered the instructional model as a school pupil or during his undergraduate studies. He first encountered TGfU during his GTP at the Celtic Academy. The emphasis upon technique practices appears to have been learned from his PE teachers and reinforced during his university PE course. The use of social constructivist learning strategies, modification of games, lack of a tactical focus and tactical feedback has been influenced by observation, team-teaching and discussion with current colleagues. Analysis of the data suggests two themes influenced Simon's interpretation and delivery of TGfU: the increasing influence of current colleagues and the desire for good pupil behaviour.

#### ***The increasing influence of current colleagues***

"Talking to Len and people like that" made Simon believe the correct technique was not overly important. However, he did spend considerable time teaching decontextualised techniques. This is not unexpected having only worked at the Celtic Academy for two years. The influence of current colleagues such as Len and Bill are not likely to be all-encompassing in such a relatively short space of time. Simon did acknowledge in "teaching the skills he wanted them to do it properly" and that it was necessary to "get the skills in place and we can start to look at the tactics afterwards." The skills first approach was seen by Bunker and Thorpe (1986) when introducing TGfU to teachers and by Barrett and Turner (2000) when observing an experienced female teacher 'using' the model. Simon felt this was required particularly with younger pupils stating "the older the kids ... the more they're able to demonstrate the skills, maybe not the understanding, whereas I think lower down the school they still need to develop their skills first and then their understanding." These comments strongly hint at an allegiance to the technical model (Metzler, 2005). This is hardly surprising given he stated his own PE teachers emphasised "how we perform the skills, not the reasons as to why or when or at what point during the game we use the skills." Moreover, the

technical model was emphasised during his university course. Capel (2007) has suggested the above approach is the norm. She argues that many student teachers and qualified teachers acting as their mentors have a limited view of the knowledge required for teaching and this knowledge tends to emphasise technical competence rather than skilled performance in game situations.

However, it is apparent that Simon's current colleagues have begun to influence other aspects of his use of TGfU. Opportunities for reflection and social discussion appear to have been learned within the Celtic PE department with Simon stating "in terms of giving kids thinking time, that's come from being here and just observing good practice." It would appear his reluctance to offer tactical feedback and the desire to encourage the pupils to play often without a specific (tactical) focus has also been influenced by current colleagues:

I just think observing other teachers, picking up, formally and informally watching other people like Len. He says kids learn to skateboard by falling off and by practising. Nobody ever sits them down to teach them and say these are your three coaching points: put your right foot at the side of the skateboard, balance, centre of gravity. Nobody ever does that, they learn by falling off and through play if you like.

Simon acknowledged that his learning from colleagues has been largely informal in nature:

Talking to the members of staff about what they've done. Just having informal discussion with colleagues, oh, I've done that or just overhearing conversations. Oh, we used that and that worked really well or why don't you try that and then give it a go. Nothing ventured, nothing gained.

It is evident that Simon's attempted use of social constructivist learning strategies, modification of games, lack of feedback and limited tactical focus appears to have been influenced by observation and discussion with current colleagues. In contrast to Zeichner and Tabachnik (1981) who argue that innovative professional socialization can be 'washed out' in schools, it would appear that Simon's conservative university learning has been partially 'washed out' by some of his current innovative colleagues. However, his limited successes with the approaches required of TGfU would appear to be the result of learning, what Lortie (1975) refers to as piecemeal 'tricks of the trade' from his

colleagues rather than principles of teaching and learning. Moreover, Lortie (1975) argues that such tricks must still work for the teacher and these are likely to be influenced by other factors including his past experiences and the pupils being taught.

### *The desire for good pupil behaviour*

Simon mentioned throughout all the sources of data that pupil “discipline was very important to him.” During the SRI he commented “I always have a philosophy, that rightly or wrongly that the stricter you are in year seven, the easier your life becomes as they go through the school.” Simon appeared to ensure good pupil behaviour in three ways. Firstly, he would adopt a firm manner by raising his voice, dropping his note book loudly on the floor to get silence or insisting the boys ran to him whenever he wanted to address the class. Secondly, he would punish the class using star-jumps or press-ups if they failed to respond to instructions quickly enough. The purpose of these two approaches, according to Simon was related to the third approach which was to ensure the pupils were physically active as much as possible. Throughout the self-reflective journal Simon, whether answering questions about how he taught a specific lesson or what he found satisfying frequently made comments such as “I wanted them to be active for a large majority of the lesson.” According to Simon, keeping the boys active was the best method of ensuring good behaviour:

I think trying to keep kids as active as possible is a great way to minimise disruption. So I think the fact that in the large majority of my lessons, I don't have many behavioural issues, or many major ones, anyway, it's because generally, their physically engaged in what they're doing.

It was evident that the emphasis upon physical activity influenced not only the desire to get the boys playing as soon as possible it also heavily influenced the learning approach adopted. Simon felt uncomfortable with the class involved in reflective and socially interactive tasks. In lesson seven, having given the boys three minutes to discuss a problem he reduced the time to two minutes. On being asked why he replied “I want to get them back active to the lesson.” The emphasis upon physical activity to ensure good behaviour prevented greater use of socially interactive learning. The concern for pupil control is also likely to

reinforce the use of the structured teaching of techniques and a greater reliance upon behaviourist learning (Butler, 1996). This was despite the fact that when the boys did engage in discussion in lesson seven, Simon commented: “It looks as though they’re talking about what they’re doing and when I was listening to the conversations, they were.” It would appear that the desire to ensure good pupil behaviour was habitual given he recognised their excellent behaviour in an informal interview as early as lesson two. Moreover, it was evident that Simon felt he could only give the pupils more responsibility once he had gained control of the class. A journal entry following lesson four stated “pupils responded well to more responsibility for their learning” and this was significant because “it gave me more confidence to allow them to take control over their learning.” In congruence with the research of numerous academics (see, for example, Brooker *et al.*, 2000; Gubacs-Collins, 2007; Li and Cruz, 2006), Simon exhibited a lack of confidence and perceived lack of class control when using social constructivist learning strategies.

The desire for teacher control to ensure good pupil behaviour appears to have acquired predominantly during the organisational stage. In his first year as a newly qualified teacher Simon commented that his mentor emphasised “the big one is control, making sure the kids are well behaved” arguing “that’s what people look at.” Simon also felt the nature of the pupils at the Celtic Academy and its standards encouraged him to ensure pupils were well behaved stating that “if they don’t conform to our standards in the end, and they’re impacting upon everybody else, they won’t be here anymore.”

#### **4.3.4 Summary**

Simon employed a cafeteria-style version of TGfU. He used aspects of this model acquired almost exclusively from the Celtic Academy and features of the technical model learned from his acculturation and professional experiences. Indeed, it appeared Simon was in transition moving from the latter to the former model. The emphasis upon teaching techniques appears to have arisen from his PE teachers and use of the technical model during his university course. The teaching of techniques is likely to have aided his control of the class thereby ensuring good pupil behaviour given the ordered nature of this learning (Butler,

1996). Observation and informal discussion with his current colleagues encouraged Simon to employ modified games, attempt to develop tactical understanding and use social constructivist strategies to learning. However, social interaction and reflection were sparingly used due to a desire to ensure pupils were physically engaged as much as possible. This, in turn, was born out of his desire to ensure pupils were appropriately behaved. The desire for good pupil behaviour appears to stem from the influence of his mentor as a student teacher at the Celtic Academy and the aforementioned school's behavioural requirements.

## **4.4 Karen**

### **4.4.1 A biography**

Karen was raised in the city of Wolverhampton, West Midlands. During the data collection period she was 24 years old. Karen belonged to an active family. She explained that her “dad did quite a bit of football and ... mum did quite a bit of netball” while her two older brothers “used to play a lot of football.”

She recalled primary school PE lessons consisting of athletics, gymnastics and netball. Karen commented that she “loved PE at secondary school” and that it was “games-orientated more than anything.” She remembered “there was a lot of breakdown of skills and then applying those to a game scenario.” She played for the school football, rounders and netball teams. Outside of school Karen was competing and “training for gymnastics three or four times a week, swimming twice a week” and then dancing during the weekend. She indicated the training for all three sports was very hard but enjoyable.

At university Karen completed a BA degree in Dance Performance. The emphasis during the course was technical proficiency. Her ‘apprenticeship of observation’ (Lortie, 1975) of what constitutes good pedagogical practice had not been changed by a dance degree that reinforced practical competency. She had what Evans (1992) would describe as a ‘sporting perspective’ focusing on the development of physical skills. Karen did not intend to enter the teaching profession but she was offered a chance to teach dance as an unqualified teacher.

She explained that she “loved being in school” and the “whole hands on part of it.” As a result she completed a GTP in PE and Dance. Karen felt she primarily learned how to teach from watching teachers on teaching practice rather than from the theoretical lectures.

Karen had been a qualified PE teacher at the Celtic Academy for one year. She was responsible for dance across all age ranges. Karen acknowledged she has had limited opportunities to discuss and team-teach with her current colleagues in order to develop her games teaching.

#### **4.4.2 Interpretation and delivery of Teaching Games for Understanding**

Karen employed a cafeteria-style version of TGfU incorporating parts of the model within a largely technical approach. Data indicated the structure of the lessons were inconsistent. The recommendations of Bunker and Thorpe (1982, 1986b) and Metzler (2005) that lessons should be based around an initial game, technique and/or skill practice(s) and a final game were only observed on four occasions. Game modifications took place but they were not always developmentally appropriate. The recommended teacher and pupil benchmarks (see Table 2.2) were largely absent. A principle of play and/or tactical problem was not provided to organise the subsequent learning tasks. Tactical learning objectives and tactical feedback were limited throughout the unit of work. Instead data analysis supported Karen’s assertion “I focus a lot on the technique of skills.” She predominantly utilised behaviourist learning. Social constructivist strategies to learning such as open-ended questions and social interaction were rarely used although she did, in a limited way, consistently attempt to activate the girls’ prior knowledge. Inductive analysis of the data indicated that three themes arose from Karen’s interpretation and delivery of TGfU: an over-emphasis upon teaching techniques; a limited emphasis upon tactical understanding and limited use of social constructivist learning.

##### ***An over-emphasis on teaching techniques***

There can be no doubt that the focus during the unit was technique-orientated. In this respect, Karen is no different from the majority of PE teachers who, over the

past 30 years have emphasised the acquiring of techniques (see, for example, Bunker and Thorpe, 1982, 1986b; Capel, 2007; Jewett, Bain and Ellis, 1995; Kirk, 2009). Thirteen of the learning objectives were either technique or skill-based while only three were tactically focused. While some were game-based such as “to gain more height during game play” (lesson seven) the majority were based around acquiring the ‘correct’ technique. Examples included “to volley the ball with correct technique” (lesson four) and “looking at the right technique for hitting the ball over the net” (lesson five). The emphasis on acquiring the correct technique was also evident in how Karen taught the techniques, offered feedback to the class and conducted the plenary at the end of the lessons.

In lesson two she taught the serve and provided the following teaching points: “opposite foot in front”, “swing arm through” and “hold ball out in front.” During lesson four Karen taught the dig technique for receiving the serve. She demonstrated the dig to the class three times and provided the girls with four teaching points specifically based around *how* to complete the technique (emphasis added). Pupils were offered individual feedback based on how to complete the technique correctly. The desire to ‘get it right’ was perfectly illustrated during the warm-up in lesson nine. In teaching deep lunges which replicated the dig position, Karen was not satisfied with the pupils’ initial efforts and insisted the girls complete the lunges again but more slowly. Still not happy with the technique shown, the girls were put in lines and told to repeat the exercises again. This lasted for seven minutes and 45 seconds before Karen felt the standard was acceptable. It would appear that Karen, like many PE teachers, believed there is a correct way of performing a technique (Prawat, 1992) and sufficient repetition, teaching points and reinforcement should ensure that pupils perform the techniques correctly (Butler, 2005). She found transferring the techniques into the game problematic.

Following lesson 10 Karen commented in the lesson planner that during the plenary the “pupils are able to explain the key features of skills through question & answer. However, they cannot always demonstrate this in their practical abilities.” Significantly, she reported this issue was seen most often when attempting to transfer the taught technique into the game situation. For example, in the self-reflective journal following lesson nine, she stated “when bringing the



skills into the game pupils tended to forget what they had just learned, or didn't see or use the opportunity if one arose." The teaching of techniques is not discouraged in the TGfU model but such techniques must become competent skills in the 'real' situation (Kirk, 2010). How these techniques were taught is likely to have caused this inability to 'see' when and where to use the right technique in the game.

Throughout the unit of work the girls performed technique practices that were familiarisation drills, developmentally inappropriate or in one case, used in the wrong game situation. In lesson one, pupils were asked to throw the ball in the air and catch it sitting down. They were asked to throw the ball in the air, turn around and catch it after it bounces. While improving catching is a sound basis for learning the volley technique at no time does a player sit down or let the ball bounce on the floor. Catching over a (low) net with a cooperating partner in the first instance and an opponent in the second instance would have put the technique into a game context.

The desire to teach the main techniques of volleyball was evident throughout the unit of work irrespective of the learners. Despite being a year seven top set group, the girls could not perform the serve, dig or volley competently. Although there was some evidence of progressive technique practices and differentiation, the practices were too difficult for the pupils to perform competently. As a result, the techniques taught were not learner-centred: a key requirement of the TGfU model (Bunker and Thorpe, 1982, 1986b). They were not helped by being told to use the serve during the rally to hit the ball over the net or pass to a team-mate rather than at the start of the rally: particularly since it is a more complex technique than the volley to master and it provides less control of the ball. Greater time spent on contextualised catching and throwing would have provided a better foundation for learning the skills of the game. Such contextualised practice would have also provided a foundation for developing tactical understanding.

### *A limited emphasis upon tactical understanding*

The three tactical learning objectives of the volleyball unit were found in only lesson two and 10. They were “to be able to identify space on the court and target that space with the ball”; “to select an appropriate pass or hit” and “to apply skills in a game situation.” In addition to being somewhat general in nature they were not usually related to the two principles of depth or width and not expressed as tactical problems as recommended in Metzler’s (2005) teacher benchmarks. However, in lessons three, seven and nine Karen attempted to teach the girls to get the ball closer to the net before it is sent over the net and putting the ball into space on the opponents side of the court. These examples of a tactical focus were complimented by comments/questions such as “throw the ball where the empty space is on the court” and “is the back of the court the best position to be in to hit the ball over the net?” However, such tactical learning was minimal during the ten lessons and this could be seen in Karen’s interpretation of TGfU and her desire to teach techniques.

Following lesson seven Karen informally stated that she “was spending too long teaching skills.” It was clear that Karen faced a ‘battle’ between teaching techniques correctly and imparting tactical understanding:

Yes, I know that they need to learn the game and they need to learn how to play the game and the rules of the game but I also like to think that they can play the game using the correct skills and with the correct accuracy and technique that are needed to play the game successfully.

The belief that techniques must be taught when teaching games was something Bunker and Thorpe (1986a) discovered when introducing TGfU to PE teachers. Despite realising the difficulties her class had with acquiring the techniques of the game she persisted in teaching them. Indeed, she reverted to these techniques even when she had simplified the skills in games and the girls began to demonstrate tactical understanding. This was perfectly illustrated during lessons nine and 10. Having seen the girls struggle to acquire the techniques in the lesson eight, Karen “wanted the lesson to become games-orientated and more tactical.” As a result, the initial game in lesson nine was a three-touch throwing and catching game she had previously used in lesson two. The simplicity of the skills

required resulted in a game that was developmentally appropriate given all the girls could play. They also began to consider where they might throw the ball and where they might stand on the court. In short, the girls began to think and perform tactically. However, having reminded the class to “target the space” Karen did not allow the pupils any time for this to be reinforced. Instead she requested the girls “consider getting rid of the ball quicker” and moved quickly onto teaching the technique of the volley using a decontextualised practice. The final game in the lesson emphasised technical performance and there was minimal tactical feedback. Despite recognising in her lesson planner that “going back to throw and catch worked really well with the group—they were thinking more strategically” and “volleying is a very difficult concept” Karen could not resist going back to the teaching of volleyball techniques. Moreover, in the subsequent lesson, despite her comments above, she ignored how the girls might tactically outwit the opponent and returned instead to teaching how to perform techniques.

### *A limited use of social constructivist learning strategies*

Karen, like most other PE teachers, predominantly used behaviourist learning strategies during the unit of work (see, for example, Butler, 2005, 2006; Fernandez-Balboa, 2009; Kirk, 2010; Macfadyen and Campbell, 2005). Knowledge emanated from her. However, there were limited examples of the three principles of social constructivist learning. She attempted to activate the girls’ prior knowledge thereby making the material more authentic to the group; she asked open-ended questions and the girls were given opportunities to socially interact.

Lessons would often begin with Karen attempting to activate the pupils’ prior knowledge by asking such questions as “what was the aim of the last lesson?” and “somebody remind me what we did last lesson?” The use of a video showing the adult version of the game in lesson two could be argued to represent an example of ‘real life’ although how relevant and authentic it was for the girls is questionable given only a few of class admitted to having seen a volleyball game. Moreover, it was not referred to again in the lesson or subsequent lessons. Nonetheless, what Watts and Bentley (1991) would describe as examples of a

‘weak’ form of constructivism did show Karen attempting to start where the learner is at (Cothran and Ennis, 1999) even if such strategies tend to ignore individual differences and suggest a notional ‘norm’ of class achievement (Watts and Bentley, 1991).

The vast majority of questions asked to the class were closed in nature such as “what kind of pass did we learn?” and “what does volleying mean?” Such lower-order questioning required the girls to ‘guess’ what was in the teacher’s head requiring only memory recall (Butler, 1997). When open-ended questions were asked the group were usually given little time to reflect on their possible replies. Instead Karen would expect the girls to raise their hand to answer or she would ask somebody immediately. Social interaction during such question and answer periods did not occur.

In contrast, pupil evaluation did allow social interaction to take place in lessons three and five. In the former lesson girls standing off court were asked to provide feedback to girls playing a two-versus-two game. This gave the pupils a chance to listen, negotiate and make some tactical decisions. Unfortunately, although the teacher did make reference to what had been discussed asking individual pupils “tell me what you just talked about?” the feedback was not used to improve game performance: instead the teacher began to teach the volley technique. A similar approach was adopted in lesson five when the girls had to evaluate the effectiveness of a technique practice. Once again the discussion was not utilised to improve performance given the teacher-led plenary followed this discussion. While these limited examples of pupil social interaction may have developed cognitive and social learning, they appeared to be something of an ‘add-on’ in that they were not used specifically to develop practical performance. As a result, instead of cognitive learning being ‘seen’ in the game performance, it is removed from it. Such teaching reinforces Light and Fawn’s (2003) non-cognitive view of games performance since the body and mind were viewed as two separate entities.

#### **4.4.3 Factors influencing Karen's interpretation and delivery of Teaching Games for Understanding**

The three stages of occupational socialization have impacted on Karen's interpretation and use of TGfU. She had not encountered the instructional model prior to teaching at the Celtic Academy. Having taught at the school for one year it is not surprising that her emphasis upon technical acquisition and competence appears to have been acquired largely from her PE and sporting experiences as a child and university experiences of dance. Her dance degree had not given her any grounding in the teaching of games and this lack of knowledge had 'forced' her to concentrate on techniques rather than tactical understanding. The limited use of social constructivist learning strategies appears to be a result of the nature of the pupils. Analysis of the data suggests three themes influenced Karen's interpretation and delivery of TGfU: a limited knowledge of games, her aesthetic background and the nature of the pupils.

##### ***A limited knowledge of games***

Data analysis indicated that Karen's lack of games knowledge was seen in two guises. Firstly, she had limited knowledge of TGfU and the nature of games themselves. Secondly, she had limited content knowledge of net games and specifically volleyball. Although aware of the TGfU lesson structure, Karen showed limited understanding of the relevant components. She believed the purpose of the initial game was "introducing the game skills." During the final interview there was no mention of the teacher benchmarks of introducing the rules, applying a principle of play or tactical problem and identifying tactical requirements from that game. Indeed, she appeared unaware of the unique tactical problem-solving aspect of games. Her rather incomplete knowledge of TGfU and games is not surprising given she had not encountered the model prior to teaching at the Celtic Academy and had not been taught about the tactical aspects of games during her professional socialization. She commented that the approach of "the game at the start of the lesson, then breaking things down ... and then going back into a game situation" was reinforced by some "observation and collaborative teaching" within the Celtic PE department. Her lack of training in the use of TGfU and limited observation of her current colleagues had

provided her with incomplete knowledge of the instructional model. This supports the findings of Lund, Gurvitch and Metzler (2008) who found learning by observation rather than formal means such as lectures and reading leads to a piecemeal understanding of instructional models. Consequently this influenced how she taught and interpreted TGfU with this particular group.

At the start of the unit of work it was apparent that Karen had an understanding of the abilities of the class. In the self-reflective journal she wrote:

The group are a top set PE group. They are talented individuals. However, their ability can be dependent on the activity. For several individuals their forte is with aesthetic sports specifically gymnastics and trampolining. Others in the groups are games players, specifically football.”

Following lesson one that she felt “wasn’t a great lesson” she commented “I did feel that they wouldn’t be good at volleyball”. Despite her awareness of the group she was unable to tailor the material taught to the abilities of the group. She identified throughout the self-reflective journal that the “tasks were perhaps too difficult for pupils to follow and complete” and “complex skills involved in the game were perhaps too difficult for year seven pupils.” Despite recognising these issues she continued to teach such techniques as we have seen. Her lack of knowledge of (net) games and specifically volleyball was largely responsible for this occurrence.

During an informal interview Karen acknowledged “this was the first time I have taught volleyball and my knowledge of it is not good.” Prior to her teaching at her current school she had taught primarily dance. She had taught “very little games” during her GTP and she stated her “limited experience of games at my previous school was either through observation or team-teaching.” As a result of her lack of experience she stated that “most of my content knowledge came from either reading or researching on the internet.” When asked what she was looking to find on the computer and concentrate on she replied “the technique of how to perform the skills.” This is likely to explain her over-emphasis upon the techniques of the game. Karen acknowledged greater content knowledge would have impacted on her teaching: “the skills would have been taught in a different order and ... taught in a more simplistic manner. I would have known how to put

them into a feasible game to actually access what I want them to access.” Her lack of content knowledge caused her to focus upon the techniques of the game but she realised she could not simplify them to make them developmentally appropriate for the class. Moreover, she was unable to teach the girls to reproduce the complex techniques in game situations. Given she was not a volleyball player, not taught volleyball before or been educated in teaching the activity it is not surprising she ‘stuck’ to teaching techniques and paid little attention to the tactical application of such techniques. Almond (1986a) found exactly the same content knowledge concerns 25 years earlier stating many teachers have limited tactical knowledge of games and revert to what they do know. As indicated by Mitchell and Collier (2009) it would have been easier for Karen to observe specific techniques and compare their execution against a pre-determined list of technical points than observe and provide feedback on tactical game play.

### ***An aesthetic background***

Data analysis strongly indicated Karen’s emphasis upon teaching techniques was further reinforced by her aesthetic background during her acculturation and professional socialization. On being questioned on how her aesthetic experiences influence her teaching of games she replied “technique.” It was clear that she felt technique was crucial to the performance and the chance to be successful:

I think someone being aware of how to do something technically is obviously going to help the outcome of their performance. In trampolining someone being aware of the techniques of a somersault, getting their hips high, where their head is positioned, seeing the bed to land and things like that, being aware of those technical features is obviously going to help their end performance.

While it is likely that in gymnastics and dance “if you don’t do it technically right then you are not going to win,” games require a mixture of technical proficiency and tactical understanding (Kirk and MacPhail, 2009). Her lack of games knowledge prevented her from developing the latter and her dance background in school and particularly clubs and university emphasised the need for the technical work to be as perfect as possible. Indeed, she commented in the final interview that both her dance coach and university ballet lecturer

emphasised the need for correct execution. The belief that technique is important is in congruence with the TGfU model. However, technical mastery is likely to be beyond the grasp of most pupils particularly when one considers the amount of time available in games lessons. What pupils can acquire relatively quickly is tactical understanding and this can be demonstrated providing some degree of technical competency is in place (Bunker and Thorpe, 1982, 1986b).

### *The nature of the pupils*

The limited use of social constructivist learning strategies can be partially explained by Karen's view of her class. This expressed itself in two ways. Firstly, she believed the talkative nature of the girls and inability to follow instructions meant she needed to tell the class what to do. Secondly, she felt unless the girls were told what to do "they would find it difficult to come up with things themselves." Such views mirror the findings of Butler (1996) who discovered that experienced PE teachers believed that TGfU was only suitable for emotionally mature pupils and many pupils are not capable of creative thought. Throughout the self-reflective journal and interviews she stated that "the girls do not listen" and "fail to follow instructions." Lesson observations indicated that the "ladies were very chatty" and on the limited occasions they were given independent work they found it very difficult to concentrate.

In the final interview having been asked why she used predominantly reproductive teaching styles with the pupils she replied "they are not great at being given a task and doing it themselves." As a result Karen felt the need to rely on behaviourist learning and tell the girls what to do. When she gave three different girls at the start of each lesson the opportunity to take responsibility for the class warm-up they did find it difficult. It was evident they could not always remember the cardio-vascular, mobility and flexibility stages of the warm-up. Despite being shown how to conduct the three stages in the previous unit of work many of the girls could not remember or produce sufficient content to lead their peers. This was further hampered by the talkative nature of the class although at this point in the lesson Karen was usually otherwise engaged writing the lesson objectives on the whiteboard rather than facilitating learning. Comments such "girls mobilising joints, not tongues" and "girls are we



warming-up our bodies or our tongues?” were commonplace during this part of the lesson. While there may be issues around how Karen facilitated social constructivist learning she felt their inability to concentrate and their lack of knowledge required her to “use quite a lot of command style teaching.”

#### **4.4.4 Summary**

Karen employed a cafeteria-style version of TGfU. The structure of the model appears to have been learned largely from limited observation and team-teaching with her current colleagues. Her lack of games knowledge and knowledge of volleyball in particular made her rely on information she gathered from the internet which she acknowledged was predominantly technique-focused. This encouraged the use of decontextualised technique practices rather than emphasising tactical understanding during modified games. Karen’s desire to ensure the techniques displayed were as perfect as possible appears to be the result of her aesthetic experiences during her acculturation and professional socialization. Indeed, her limited exposure to teaching games seems to have forced her to rely heavily on her previous experiences. As Capel (2007) suggests, this appears to have encouraged Karen to adopt many of the approaches associated with the technical games model. The pupils appear to have been a powerful socialising agent (Lawson, 1988). The talkative nature of the class and their inability to follow instructions meant Karen felt she needed to adopt reproductive teaching styles. This was reinforced by her belief that the girls knew little about volleyball and, as a result, she felt she had to tell the class what to do and provide them with the required information. In this respect her views are in congruence with Butler (1996) who found that teachers using TGfU often believed the purpose of teaching is pupils’ acquiring knowledge and the teacher’s responsibility is transmitting it.

#### **4.5 Cross-case analysis**

Having identified each teacher’s interpretation and delivery of TGfU and the unique elements of occupational socialization that influenced their version of this instructional model, the following section addresses the collective aspects within this sub-group of PE teachers. A brief comparison of how the three individuals

interpreted and taught net games using TGfU is provided. An examination of those factors within the three stages of occupational socialization that influenced their understanding and use of the instructional model follows.

#### **4.5.1 Interpretation and delivery of Teaching Games for Understanding**

In congruence with the findings of Lund, Gurvitch and Metzler (2008) it was evident that the three participants modified TGfU to suit their current teaching situation. The data also indicated their evolving understanding of TGfU as a result of their current and previous experiences. For example, Bill was the most experienced and theoretically the most knowledgeable while Karen was the least experienced and knowledgeable games teacher. Not surprisingly, Bill was closest to the full version of the model while Karen was furthest from it. Nonetheless, inductive analysis produced similar themes that were shared by all three participants. Themes based around teaching tactics, teaching techniques and the use of social constructivist learning were common to this sub-group of teachers. However, although the themes were similar they were not the same for the teachers. Lesson observations and written documentation indicated that all of Bill and Simon's lessons had a tactical focus. In contrast, Karen had a limited number of tactical lesson objectives. While Simon and Karen expressed the view that tactical understanding was important, only Bill taught tactical understanding in every lesson. He was the only teacher who demonstrated Metzler's (2005) teacher benchmarks of providing a tactical problem during the initial game and a high rate of tactical feedback to pupils. Almond's (1986d) assertion that games pose problems for individuals, pairs and teams to solve appeared only to be recognised on a consistent basis by Bill. However, none of the teachers alluded to the principles of play (depth and width) or made reference to their pupils strengths and weaknesses as recommended by Bunker and Thorpe (1982, 1986b). Excluding Bill, the majority of lesson time was spent teaching techniques of the games.

Bill, in congruence with Bunker and Thorpe (1982, 1986b), understood the teaching of skills (if required) should follow tactical understanding. In agreement with the findings of several scholars (Barrett and Turner, 2000; Brooker *et al.*, 2000; Butler, 1996; Harvey *et al.*, 2010; Light, 2004; Randall, 2003; Roberts,

2011; Rossi *et al.*, 2007; Rovegno, 1998; Wright *et al.*, 2009), the other two teachers found it difficult to consistently place the game at the centre of the lesson and teach techniques and skills to fulfil the requirements of the game. Instead, Simon and Karen relied on the use of decontextualised technique practices. As a result, how to perform techniques were taught but where and when such techniques should be employed in games were rarely communicated. Such findings support Ofsted accusations that PE teachers spend too much time teaching how to perform techniques, while pupils' ability to select and apply these techniques in game situations is less well taught (2001, 2004, 2009). Indeed, both Simon and Karen expressed the view that they found it difficult to bring techniques into the game successfully. Lesson observations indicated that they both taught techniques that their pupils found difficult to perform. Karen emphasised the need for 'perfect' technical execution using repetition, reinforcement, progression and a large number of teaching points. Such approaches are central to the id2 identified by Kirk (2009) and the technical model (Metzler, 2005). Simon confessed that technical competence was not that important to him but like Karen, taught whole-class technique practices often preceded with familiarisation practices. In contrast, although concerned about pupils' technical competence, Bill believed he could encourage technical learning with individual technical assistance and feedback during games.

Given the emphasis upon the acquiring of techniques, it is not surprising that much of the teaching was largely underpinned by behaviourist learning strategies. Academics have argued that behaviourist learning has its advocates since techniques can be easily identified and such a direct approach to learning is seen to be the most efficient way of mastering such techniques (Brown, Carlson and Hastie, 2004; Butler, 2005, 2006; Fernandez-Balboa, 2009; Kirk, 2010; Macfadyen and Campbell, 2005; Rovegno and Kirk, 1995). However, examples of social constructivist learning could be seen in each teacher's lessons. They all attempted to make learning authentic by activating pupils' prior knowledge by asking the class what had been taught in previous lessons as suggested by Cothran and Ennis (1999). The recommendation of Thorpe, Bunker and Almond (1984) that the similarities and differences between games should be highlighted was seen when Bill and Simon compared badminton to other (net) games. However, it should be noted that such comparisons were largely technical rather

than tactical in nature. Simon attempted to encourage his class to attend the badminton club while Karen used video recordings to increase authenticity. Bill and Simon regularly used open-ended questioning in contrast to Karen. However, in most cases the information generated was not used to specifically pinpoint how to improve game performance and outwit the opponent. Such open-ended questioning rarely resulted in pupil reflection or developing social interaction. The lack of social interaction is likely to prevent greater pupil ownership of the lesson and thereby reduce the relevance of the content being taught (Adams, 2006). The exception to this was Simon who engaged in teaching practices that resulted in social reflection and interaction. However, despite seeing the benefits of such learning, he admitted he did not enjoy using these strategies.

In short, on a continuum of evolving understanding and application, Bill emphasised tactical understanding; Simon had an apparent emphasis on tactical understanding while Karen had a limited emphasis upon this aspect of TGfU. Bill attempted to develop skill learning while the other two teachers largely embraced the use of decontextualised technique practices. Karen made limited use of social constructivist learning while the two male teachers regularly utilised open-ended questioning. Only Simon provided time for social interaction and reflection. All three teachers failed to use social constructivist strategies to effectively improve performance and tactical understanding of how to outwit the opponent. It is to the reasons for the commonality and differences between the teachers that we now turn our attention.

#### **4.5.2 Factors influencing interpretation and delivery of Teaching Games for Understanding**

Inductive analysis produced themes that were applicable to one teacher, two teachers or shared by all teachers. Once again, although the themes appeared similar in nature they were not always the same for the teachers. For example, the influence of the pupils from the organisational stage influenced all three participants but produced three different themes. Only Karen felt a limited knowledge of games influenced her use of the instructional model. Her aesthetic background reinforced teaching the 'perfect' technique. The influence of their

(current) colleagues was a similar theme for Bill and Simon but it affected their use of TGfU in different ways.

### ***(Current) colleagues***

Given none of the teachers had experienced TGfU as school pupils and student teachers it comes as little surprise that acculturation and professional socialization had introduced and reinforced the technical model and the teaching of techniques. The exception was Bill who had been introduced to a more child-centred and games-oriented approach to teaching games during his second teaching practice. The influence of organisational socialization and specifically Len had reinforced the approaches introduced during that second teaching practice resulting in Bill moving away from the teaching of whole-class technique practices and focussing on tactical understanding. In direct contrast to the ‘institutional press’ encouraging innovative teachers to abandon innovative approaches and maintain the traditional approach to teaching games (Stroot and Ko, 2006; Zeichner and Tabachnik, 1981), Bill was encouraged to partially abandon the traditional approach to teaching games and adopt the innovative TGfU approach encouraged by Len. In Bill’s case, it was the traditional approach that was largely ‘washed out.’

Colleagues during the organisational stage appear to have encouraged Simon to begin to forgo the traditional approach to games teaching acquired during his acculturation and professional socialization. The influence of Len and Bill appears to have persuaded Simon to consider pupils tactical understanding, modify the games he presents to the class and emphasise learning through playing. Despite observing their games lessons, team-teaching with them and discussing games teaching with Bill and Len, unlike the former, the influence of acculturation and professional socialization was still strongly evident in his use of TGfU. He believed that skill acquisition was a prerequisite for teaching tactical understanding arguing that skills should be taught to younger pupils and tactical learning was better suited to older pupils. This was demonstrated with his use of decontextualised technique practices with his year seven class. While current colleagues appear to have ‘washed out’ the influence of previous

colleagues from Bill's professional socialization, they seem to still be exerting a considerable influence on Simon's use of the instructional model.

For Karen the influence of her current colleagues appeared far less influential. Karen had watched some of her current colleagues teach games but the influence appears to have been minimal. The structure of a TGfU lesson seems to have been acquired but this was not always used given the influence of other factors. All three teachers appear to have 'acquired' and implemented a varying number of the teacher and pupil benchmarks as a result of the influence of colleagues throughout their occupational socialization. None of the participants used the full version of the model congruent with these benchmarks. Instead, they appear to have 'picked up' what Lortie (1975) refers to as piecemeal 'tricks of the trade' from current colleagues rather than the principles of teaching and learning required to utilise the model fully.

Karen seems to have acquired limited aspects of the model from current colleagues. Simon, having had more opportunities to observe such colleagues, appears to have gained a greater understanding of TGfU. Bill, as the most experienced teacher, has gained the most understanding of the model acknowledging the influence Len has had on his teaching of games. It has been suggested that the influence of colleagues can have the most significant effect upon the organisational socialization of teachers (Capel, 2007; Stroot and Ko; Zeichner and Tabachnik, 1981). Data indicates that depends on the amount of time teaching with, observing and talking to colleagues. Moreover, Lortie (1975) argues that inexperienced teachers (such as Karen and Simon) are still trying to work out how to teach effectively. Their judgement is likely to be highly influenced by acculturation and professional socialization (as we have seen). As they become more experienced like Bill they may begin to accept the advice from other teachers such as Len. However, other factors also appear to have influenced their interpretation and delivery of TGfU.

### ***The influence of the pupils***

The assertion that pupils are a powerful socialising agent was apparent for each teacher (Lawson, 1988). Despite being a similar theme amongst all teachers,

their pupils influenced their interpretation and delivery of TGfU in different ways producing three different themes. Simon wanted pupils with good behaviour and he believed this was best achieved with the class being physically active. He felt that the use of social constructivist learning strategies prevented pupils being physically active and this reinforced his use of behaviourist learning and reproductive teaching styles. Such strategies do offer greater teacher control over the pupils (Butler, 1996). The approaches to teaching and learning used by Simon provides additional evidence in support of scholars whose research indicates that teachers feel a loss of control and pupil management becomes a serious issue when attempting to use social constructivist strategies to teaching games (Brooker *et al.*, 2000; Capel, 2007; Green, 2008; Li and Cruz, 2008). Bill also felt inappropriate pupil behaviour would result when using social constructivist strategies but felt it applied primarily to SEN children.

Karen felt the nature of her pupils, their inability to follow instructions and inability to be creative meant she needed to tell them what to. The belief that TGfU and social constructivist learning is only suitable for mature, highly motivated pupils and that many pupils are not capable of creative thought was identified in Butler's (1996) study of experienced teachers' use of TGfU. This belief that the teacher is knowledgeable and in charge while the pupil is an adult-in-waiting (Adams, 2006) has been identified previously in using social constructivist strategies to teaching games (Light, 2004; Roberts, 2011). In congruence with Karen, Tjeerdsma (1998) discovered that, despite attempting to use social constructivist strategies, seven student PE teachers still believed that games' teaching was about telling the pupil what to do.

While Simon was concerned with good pupil behaviour and Karen taught based on what she felt the pupils could or more accurately could not do, Bill, in contrast, was generally concerned about what was best for his pupils. Bill felt that a game-centred lesson would motivate the group and they did not require whole-class technique practices. This helped reinforce the tactical emphasis during his lessons. Bill's child-centred approach supports the Developmental Teacher Concerns Model (Fuller, 1969) which argues experienced teachers are more concerned with the impact of their teaching on the pupils learning than their inexperienced colleagues. In contrast, new staff members such as Simon

and Karen are often concerned with disciplinary aspects while experienced teachers such as Bill are able to consider the learner and adapt the content and pedagogical approach to the pupils (Zeichner and Gore, 1990). While the pupils influenced each teacher's interpretation and delivery of TGfU in different ways, it is clear that the teachers' perceptions of the pupils, as indicated by Lawson (1988), influenced what the latter received.

### *A limited knowledge of games*

It became apparent that the two younger teachers appeared to have a limited understanding of the nature of games. None were aware of the unique tactical problem-solving nature of games and even Bill struggled to articulate this aspect during the final interview. Karen also acknowledged during interviews she had limited content knowledge of activity she was teaching. Her lack of content knowledge was present in both the techniques and tactics of the games. Capel (2007) has indicated that teachers lacking content knowledge focus on acquiring material based on the basic techniques of the game and ultimately teaching them. The desire to teach such techniques is somewhat understandable given students and inexperienced teachers tend to focus on themselves and content rather than the needs of the pupils (Fuller, 1969). Karen acknowledged she had concentrated largely on teaching techniques and lesson observations. She had even indicated it had resulted in her teaching techniques that were developmentally inappropriate for many of her pupils.

It has been suggested that student teachers such as Karen who complete a PGCE or GTP, having undertaken a degree that does not provide them with the content knowledge required for the practical nature of PE teaching, rely heavily on their acculturation experiences as a pupil and sportsperson to teach (Capel, 2007). Karen acknowledged that her aesthetic background in gymnastics and more specifically dance had further reinforced the teaching of techniques and the requirement that her pupils should perform them as technically perfect as possible. Her minimal tactical knowledge of the net games resulted in a limited tactical focus during the unit of work. The inability to observe, question and provide tactical feedback has been well documented in other studies examining teachers' attempts to use social constructivist strategies to teaching games with



limited content knowledge (see, for example, Chandler, 1996; Griffin *et al.*, 2001; Gubacs-Collins and Olsen, 2010; Li and Cruz, 2008; Lund, Gurvitch and Metzler, 2008; Rovegno *et al.*, 2001). To summarise, Karen's lack of content knowledge had contributed to her teaching decontextualised techniques and largely ignoring the tactical aspects of net games.

#### **4.5.3 Summary**

Current colleagues had encouraged Bill to adopt a tactical focus and largely ignore whole-class teaching of techniques. The influence of Simon's current colleagues had been to move him towards the teaching of tactical understanding but the influence of acculturation and professional learning together with the desire to ensure good pupil behaviour resulted in him frequently using decontextualised technique practices. Karen also relied on the use of such practices largely due to her lack of games knowledge and the desire for pupils to attain technical 'perfection.' The nature and experience of the pupils encouraged her to adopt predominantly behaviourist learning strategies. The pupils' needs encouraged Bill to adopt a game-centred and tactic approach to his lessons and prevented him using social constructivist learning strategies more widely. Simon used such strategies more than the other two teachers but not extensively given he felt this might compromise the good behaviour of his class.

None of the teachers had received formal training in the tactical nature of games or use of TGfU. They had all learned to use TGfU by varying levels of observation and discussion which has led to incomplete understanding and differing applications of the model. Despite his acculturation and professional socialization Bill appears to have evolved furthest from the technical model. Simon, as a result of his organisational socialization seems to be moving away from this traditional approach. Karen appears to be reliant on experiences gained from her first two stages of socialization and as a result, she is still predominantly using the traditional model. While team-teaching, observation and discussion with colleagues appear to provide some understanding of how to apply TGfU, they do not seem able to always encourage the effective use of tactical problem-solving and social constructivist learning to underpin the model and improve pupil performance.

## **Chapter 5:**

# **CONCLUSIONS**

## **5.1 Introduction**

In concluding this thesis, this chapter will fulfil six functions. Firstly, a brief overview of this unique study will be provided. An outline of the findings in response to the research questions and in relation to previous academic evidence is offered in order to highlight the original contribution this study makes to existing knowledge. The theoretical implications of the study are considered. Possible support to move the participants closer to the full version of TGfU is then presented. Personal reflections and possible improvements to the enquiry are identified. Finally, future research possibilities are highlighted.

## **5.2 An overview of the study**

In recognising sound policy and educative reasons for the adoption of TGfU, two starting points for this study were evident. Firstly, there was a desire to examine, as Almond (1986a) suggests, how PE teachers engage with this instructional model and how it is absorbed into the practice of games teaching. Secondly, there was a need to examine what factors influence how TGfU is learned, perceived and used by teachers. The influence of occupational socialization upon UK PE teachers interpretation and use of TGfU having not been formally educated in its use and specifically teaching net games had yet to be examined. The fact that the participants had not been formally educated in the use of this instructional model is in common with the majority of UK PE teachers (Capel, 2007) while the relative tactical simplicity of net games was considered an ideal starting point for this exploratory study. Three PE teachers teaching net games to year seven pupils were purposely selected as the participants. Recent empirical studies had utilised occupational socialization (Lawson, 1986a, b) in ascertaining PE (student) teachers understanding and application of other instructional models (see, for example, Curtner-Smith, Hastie and Kinchin, 2008; Curtner-Smith and Sofo, 2004; McMahon and MacPhail, 2007; Sofo, 2003; Stran and Curtner-Smith, 2009). Three research questions were duly developed to address the two starting points employing the same theoretical perspective:

- 1) How do the PE teachers interpret and deliver TGfU?
- 2) What factors influence the PE teachers' interpretation and delivery of TGfU?
- 3) What influence do the three stages of occupational socialization have upon the PE teachers' interpretation and delivery of TGfU?

In attempting to answer such questions it was hoped that this study might help identify what support is required to encourage a more effective use of the model.

### **5.3 An outline of the findings**

#### **5.3.1 PE teachers' interpretation and delivery of Teaching Games for Understanding**

Despite teaching in the same department that encouraged the use of TGfU and not having encountered this instructional model prior to teaching at the Celtic Academy, the three participants interpreted and delivered the model differently. In this respect they mirrored the findings of Lund, Gurvitch and Metzler (2008) whose eight mature PE teachers modified the model to suit their circumstances. However, a degree of commonality was also evident amongst the three teachers. Difficulties encouraging tactical understanding and an over-reliance upon decontextualised technique practices were evident with the two younger teachers. All participants commented on the difficulty of utilising social constructivist learning strategies. These three difficulties have been found amongst (student) teachers using TGfU in other research studies (see, for example, Brooker *et al.*, 2000; Bunker and Thorpe, 1986; Butler, 1996; Rossi *et al.*, 2007; Tjeerdsma, 1998). The findings of this study provide further empirical evidence that such difficulties appear commonplace amongst teachers utilising this instructional model.

#### **5.3.2 The factors that influenced the teachers' interpretation and delivery of Teaching Games for Understanding**

Despite producing a number of different themes based on those factors that appear to have influenced the participants' interpretation and delivery of

TGfU, once again, a degree of commonality was apparent within this sub-group of teachers. The two male teachers support the view of numerous academics (see, for example, Capel, 2007; Stroot and Ko, 2006; Zeichner and Gore, 1990) who argue that current colleagues appear to have a significant influence on the organisational socialization of teachers. Unsurprisingly this influence seems to recede with beginner teachers. As we have seen, Karen had limited support and opportunities to work alongside her colleagues. In contrast, the increasing influence of Len and Bill was a major factor in moving Simon closer to the full version of the model. However, as Lortie (1975) suggests, the two younger members of staff are likely to be trying to *independently* work out how to teach (emphasis added). As a result, the influence of current colleagues is not all pervading, and other factors appear to have heavily influenced their judgement in their use of TGfU.

In congruence with Lawson (1988), all three teachers' judgement of their pupils' characteristics influenced how each teacher used TGfU. The two younger teachers appeared to base much of their teaching on what they felt the pupils could not do or what the possible behavioural consequences might be. In contrast, Bill adds credence to Fuller (1969) and Zeichner and Gore's (1990) arguments that as the teacher becomes more experienced they become more concerned about what is best for their pupils.

Teaching approaches also appeared to be based on the teachers' knowledge and understanding. Having limited experience of teaching games and not having completed a PE degree which might help provide her with relevant content knowledge (Capel, 2007), Karen predominantly taught techniques. While the acquisition of techniques is important in net games particularly given the relatively small range of tactical decisions that have to be made (Mitchell and Collier, 2009), the nature of games, the NCPE requirement to outwit opponents and the TGfU model itself all emphasise tactical understanding (Almond, 1986d; Brackenridge, 1979; Bunker and Thorpe, 1982, 1986b; Kirk and MacPhail, 2009; QCA, 2007a, b). In agreement with numerous empirical research studies (see, for example, Brooker *et al.*, 2000; Chandler, 1996; Griffin *et al.*, 2001; Gubacs-Collins and Olsen, 2010; Rovegno *et al.*, 2001), a lack of content

knowledge clearly hampered Karen's ability to teach and provide tactical feedback in net games.

The teaching of the tactical aspects of games was influenced by the teachers understanding of the nature of games. None of the participants were able to articulate the unique tactical problem-solving aspects of games as outlined by Thorpe, Bunker and Almond (1984) during various interviews. It was not surprising therefore, to observe the two younger teachers failing to express learning objectives as tactical problems to be solved to prove ascendancy during lessons (Almond, 1986d; Metzler, 2005). However, Bill did consider the strengths and weaknesses of the pupils themselves thereby providing opportunities for the pupils to predict possible outcomes as advocated by Bunker and Thorpe (1982, 1986b).

In short, no teacher was able to utilise the full-version of the model in congruence with the teacher and pupil benchmarks in Table 2.2. Despite working in a department that encourages the teaching of tactical understanding and having relatively simple tactics to teach, this study has indicated that a partial understanding of the nature of games and limited content knowledge can seriously impede effective use of TGfU. The study has also highlighted that while the influence of colleagues can improve teachers' use of the model, such colleagues appear unable to move teachers to the full version of the model. Furthermore, the amount of interaction between staff also appears to influence their interpretation and use of the model. The influence of the pupils on the use of TGfU was largely dependent on the teachers' views of the pupils and the experience of the teacher concerned.

### **5.3.3 The influence of the three stages of occupational socialization on the teachers' interpretation and delivery of Teaching Games for Understanding**

The three stages of occupational socialization are often experienced simultaneously (Lawson, 1983a, 1986). Not only does this make socialization difficult to comprehend, it also makes it impossible to gauge the *exact* influence of any one factor or occupational socialization stage upon teachers' use of TGfU (emphasis added). It was evident that the three stages of occupational

socialization and accompanying factors influenced each other in this study. For example, Simon's desire for good pupil behaviour (acquired predominantly during the organisational stage) appears to have reinforced his structured teaching of techniques, the use of behaviourist learning (both acquired during the acculturation and professional stages), and a reluctance to use social constructivist learning. However, the influence of his colleagues during the organisational stage may yet increase his use of this learning theory. This study has shown that the occupational stages of socialization and accompanying factors can encourage and hinder aspects of the TGfU model concurrently.

This research has also demonstrated that the first two stages of occupational socialization appear to have had a strong influence on Karen's interpretation and delivery of TGfU. Such findings provide further evidence that acculturation is potentially an ally of continuity not change (Lortie, 1975; Schempp, 1989). This research also gives further credence to Capel's (2007) suggestion that those undergraduate students who have undertaken a sport-related degree rather than a specialist PE qualification rely heavily on their previous acculturation experiences and as a result, value a traditional approach to teaching games. Indeed, the relevance of sport-related degrees as preparation for teaching PE could be questioned at this point. One might even suggest, as Curtner-Smith (1999) has done, that the acculturation experiences and beliefs of potential PE student teachers might need to be considered prior to offering students a place on degree courses. However, it should be remembered, in contrast to Bill and Simon that Karen had had limited opportunities to interact with her colleagues to discuss, team-teach or observe their games lessons. Acculturation and professional socialization also appear to have had an effect upon Simon's interpretation of the model but, in contrast to Karen, the impact of his current colleagues appears to have begun to reduce the influences from the first two stages of occupational socialization. The influence of organisational socialization upon Bill, the most experienced teacher, appears to be extremely powerful. His acculturation and the majority of his professional socialization seem to have been largely 'washed out.' This study has indicated, in contrast to Lortie (1975), that influential colleagues can change perceptions formed during the first two stages of occupational socialization. Indeed, this enquiry suggests, in contrast to the majority of occupational socialization literature (see, for example, Lawson,

1983a, b; Lortie, 1975; Schempp, 1989), that colleagues during the organisational stage can prevent acculturation from being the most powerful occupational socialization stage.

To summarise, this research study has provided an insight into the under researched area of the implementation of TGfU and factors that influence its delivery in the UK. It recognises, in congruence with previous overseas studies (see Li and Cruz, 2008; Light and Butler, 2005), the influence of acculturation and professional socialization in the use of TGfU. The original contribution to knowledge of this thesis is that the workplace appears incapable of encouraging the full version of the model to be utilised by teachers not previously educated in its use in the UK, irrespective of the relative simplicity of the game taught and the time frame. In addition to the original contribution of this study, its findings also support and contrast with Lawson's (1986) primary assumptions about the socialization of American PE teachers.

### **5.3.4 The theoretical implications of the study**

The influence of the stages of socialization can be seen in varying degrees across all three participants supporting Lawson's (1986) first assumption that the socialization of PE teachers is a life-long process. While acculturation is seen as the most dominant form of socialization in the USA (Lortie, 1975; Schempp, 1989), it appears less dominant in this study. This research has shown, in contrast to Lortie (1975) that acculturation is not always resistant to change. Although acting as an evaluation screen in some respects, the progress Simon made in adopting many of the aspects of TGfU in such a short space of time indicates the apprenticeship of observation need not be self-perpetuating.

It would appear that professional socialization in this study does reinforce the personalised experiences from acculturation. In this respect, the findings largely support literature from the USA (see, for example, Curtner-Smith, Hastie and Kinchin, 2008; Graber, 1989, 1991; Stran and Curtner-Smith, 2009). However, students have been encouraged to consider innovative pedagogical approaches as a result of PETE in the USA (see, for example, Curtner-Smith, 1996, 1997; Curtner-Smith and Sofo, 2004; O'Sullivan and Tsangaridou, 1992), but this is



the result of planned intervention. It must be remembered that none of the participants in this research undertook an innovative undergraduate degree and so it is not surprising that their professional socialization largely reinforced acculturation.

It was evident with Bill and Simon that in trying to follow in the footsteps of Len and use TGfU that practices in this PE department are institutionalised. In supporting Lawson's (1986) second assumption, both teachers largely reinforced the institutional press resulting in many traditional aspects from acculturation and professional socialization being washed out. In contrast, Karen had had limited opportunities to acquire an innovative custodial orientation to teaching and pupil learning.

While these research findings do support an innovative custodial orientation, there is strong evidence to support Lawson's (1986) third assumption that socialization is problematic rather than automatic. It was clear that the three teachers had individually internalised a few, some or many of the contents of socialization made available to them. However they had not accepted them all. The difference between intended socialization outcomes (the full-version of TGfU) and the actual results (watered down version or cafeteria approach) are, as Lawson (1986) suggests in his forth assumption, and as we have seen, a result of the teachers' acculturation, professional and organisational socialization.

In short, it would appear that the findings of this study largely support Lawson's (1986) four primary assumptions about the socialization of PE teachers. This research recognised in a limited way the life-long process of teacher socialization; the institutionalised nature of PE in schools and the problematic nature of socialization via the three stages outlined by Lawson (1986). Although it was shown that factors within organisational socialisation could negate traditional aspects of acculturation and professional socialization over varying time spans, it did not allow teachers, who have not been formally trained in the use of TGfU, to utilise the full version of the model. In identifying this original contribution it is critical to examine the value or relevance of this statement.

## **5.4 Possible support for the participants**

This study indicates that informal learning from colleagues can move teachers forward in their use of TGfU but it also leads to an incomplete understanding of the model. Empirical research suggests that theoretical lectures combined with experience of teaching the model during professional socialization would have helped improve the teachers interpretation and delivery of TGfU (Li and Cruz, 2008; Lund, Gurvitch and Metzler, 2008). While a number of PE degree courses in the UK do provide theoretical and practical TGfU lectures together with opportunities to teach using the model (see, for example, O’Leary and Griggs, 2007), the three participants in this study, in common with the majority of teachers have not experienced these opportunities (Capel, 2007). External expertise is required given even Bill, after fifteen years of teaching in this department, has yet to fully utilise the model. Workshops and CPD provided by university lecturers would be likely to provide teachers with a more complete understanding of this instructional model. The research of Lund, Gurvitch and Metzler (2008) reinforces this point. PE teachers who had completed university led formal training in the use of instructional models tended to use such models more effectively, employing a greater number of teacher and pupil benchmarks than those teachers who had not been educated in their use.

While this study has concerned itself with qualified PE teachers who had not received formal university training in the use of TGfU, the findings do provide some indications of how undergraduate students might be better educated to utilise the model in their future careers. Karen’s use of TGfU indicates that the current situation of entrants to PE teaching completing a PGCE or GTP having first undertaken a sport-related degree is a poor start. A lack of content and pedagogical knowledge is evident. This appears to reinforce, as Capel (2007) suggests, a reliance on previous experiences and valuing a predominantly traditional approach to teaching and learning. While a traditional PE degree such as that experienced by Simon is likely to prepare students for the practical nature of the subject and provide some content knowledge, it does not appear to provide the appropriate pedagogical content knowledge required to teach innovative instructional models such as TGfU. Undergraduate PE students appear to need to be made aware of the holistic learning benefits that are possible in PE and games

teaching. They should be informed of what it means to 'games educated' and understand the benefits of such an education. The current research findings also indicate three related areas of support discussed below, which are required if the current barriers to the limited use of TGfU are to be broken down.

Previous research has indicated how TGfU might be introduced and implemented (see, for example, Butler, 1996). The support suggested here is specific to the participants of this study. However, interpretivists would argue that the obtaining of 'rich' data, the clear description of the research approach and the similarity between this finite sub-group of PE teachers in terms of TGfU experience and PE teachers generally means that *moderatum* empirical generalisation may be possible (Williams, 2002). In other words, the reader may be able to recognise situations in this research that may apply in a similar situation (Guba and Lincoln, 1994; Seale, 1999). Inductive analysis from this research enquiry indicates that three specific areas of support are required during workshops and CPD. Firstly, the tactical problem-solving nature of games needs to be highlighted. Secondly, improving teachers' content knowledge of specific types of games appears paramount. Finally, teachers' use of social constructivist learning strategies to improve performance while also ensuring appropriate pupil behaviour needs to be examined.

Despite the unique opportunity to solve tactical problems and the NCPE (QCA, 2007a, b) requirement that games should be based around outwitting opponents, this study suggests the problems that Bunker and Thorpe (1986a) found twenty six years ago still remain. The two younger participants in this study need to understand the unique educational opportunity that games provide and that the game should be central to the lesson. Emphasis should be placed around solving tactical problems recognising relevant game cues such as the opposition's strengths and weaknesses (Bunker and Thorpe, 1982, 1986b). Techniques should not be at the heart of a TGfU lesson and when taught they should relate to the pupils and fulfil the requirements of the game being used.

It was evident that the two younger teachers struggled to provide developmentally appropriate technical practices and offer tactical feedback. Karen also struggled to organise games that allowed tactical learning to take

place. Kirk (2011) has indicated that content knowledge acquired during professional socialization may only be sufficient for teaching pupils basic techniques. If knowledge and understanding of ‘what’ to teach is limited, it becomes almost impossible to consider ‘how’ to teach (pedagogical content knowledge) (Hastie and Curtner-Smith, 2006). Despite the limited number of principles of play in net games and the pre-determined pattern of play in volleyball for example, a limited number of workshops are unlikely to provide the necessary content knowledge for the two younger teachers to provide developmentally appropriate game forms, technique and skill practices and be able to offer technical and tactical feedback (Brooker *et al.*, 2000; Chandler, 1996; Griffin *et al.*, 2001; Gubacs-Collins and Olsen, 2010; Rovegno *et al.*, 2001). Teaching/coaching courses based around acquiring technical and tactical knowledge and providing suitable games are required.

The lack of content knowledge shown by Karen and her views of her pupils clearly restricted how the girls learned. In congruence with the experienced teachers from Butler’s (1996) study, Karen thought that the nature of the pupils prevented greater use of social constructivist strategies to learning. In contrast, both male teachers occasionally employed social discussion to answer open-ended questions but were concerned about possible behavioural issues. Such concerns have been highlighted by others (Brooker *et al.*, 2000; Butler, 1996; Gubacs-Collins, 2007; Li and Cruz, 2008). A further concern identified was that when such pupil discussion did take place it was not used to improve practical performance. The teachers need to be informed that their role is that of a learning guide rather than an instructor. In doing so, they must recognise that this involves a transfer of power from the teacher to their pupils and that risk-taking and wrong answers are an inevitable consequence of such a paradigm shift (Adams, 2006; Azzarito and Ennis, 2003; Kroll, 2004). The teachers must be prepared to guide pupils to sharing ideas and guide discussions in improving game play. They must also be made to understand that social constructivism is a theory of learning and not a set of instructional strategies. It does not provide a simple set of rules for pedagogical practice but it does provide a framework to consider effective practice and strategies (Rovegno and Dolly, 2006). Given such change is likely to rob the teachers of their previous socialization experiences and thereby ‘deskill’ them it is likely that considerable time would be required

for even a willing teacher to adjust to the new requirements. For this reason, CPD allied to workshops is required (Adams, 2006; Capel, 2000b; Chen, 2002; Chen and Rovegno, 2000).

However, the use of workshops and CPD are not likely to be a panacea for the ills of the three participants in this study. Undergraduate theoretical classes and opportunities to practice the use of TGfU have been shown with many students to still produce incomplete knowledge of the model (Dudley and Baxter, 2009). Nonetheless, workshops based on understanding the nature of games, the use of social constructivist strategies to learning and improving teachers' content knowledge of various games are likely to help the participants to move towards a fuller use of TGfU. It should be emphasised that these areas are interdependent. In other words, they are all required if teachers are to use TGfU effectively (O'Leary, 2011b). A lack of understanding in one area is likely to impact on the other areas resulting in a distorted application of the model. While universities are probably in the best place to offer such guidance given they are based in local communities and can conduct research that will provide evidence of what works (Kirk, 2012), it is also apparent they can only run a limited number of workshops. Butler's (1996) suggestion that teachers are likely to require support from colleagues, perhaps in the form of 'buddy' to work alongside appears sensible. Indeed, the effects of the differing experiences of Simon and Karen in this regard make this suggestion appear essential.

Finally, teachers past and present socialization influences will not disappear and cease to influence their interpretation and delivery of this model. Variations of TGfU are inevitable. Perhaps the best we can hope for is PE teachers being encouraged to 'move' closer to the full version of the model.

## **5.5 Personal reflections**

In completing this challenging yet satisfying learning experience this section will outline what has been learned. Literature indicated that occupational socialization is a complex process (Lawson, 1983a, 1986a, b; Schempp and Graber, 1992) and this enquiry emphasised this point to the researcher. The different stages of occupational socialization were found to be experienced

simultaneously and they were often incompatible. While recognising the differences between the three teachers in their delivery and the factors that influenced their use of the model, I became aware of their commonality in terms of utilising TGfU and those factors that influenced their delivery of this instructional model. The findings also emphasised to the researcher how difficult it is for PE teachers to utilise social constructivist strategies and overcome the teacher-pupil relationship based on the former being knowledgeable and in-charge while the latter is an adult-in-waiting (Adams, 2006; Light, 2004; Roberts, 2011).

The collecting of data primarily through interviews and lesson observations was generally enjoyable and as a former teacher made me realise how much I missed the interaction between teacher and pupils. It has provided a stimulus to complete further research in schools. I am fascinated by those factors that influence how PE teachers teach and encourage pupils to learn. As a result of this study and my improved knowledge and understanding, a number of my undergraduate and postgraduate PE students have been encouraged to complete research projects based around occupational socialization.

In reflecting on how this research study might be improved, issues around the participants, games and general organisation come to mind. Despite the diversity of the participants selected I was aware that there were two beginner teachers and one experienced teacher. I would have liked to have added a further teacher who had been teaching for approximately seven or eight years to provide a more representative sub-group of teachers. Given Karen was teaching volleyball for the first time, it would have been fascinating to observe the two male teachers teaching a new activity for the first time. It would have also been interesting to use teachers who had experienced TGfU either as pupils or student teachers but despite numerous attempts to locate such teachers, none could be found. In this respect, those selected were representative of the vast majority of secondary school PE teachers. It would have also been useful to include the ex-HOD Len in the study, given he appeared to be the initial 'source' from whence all Celtic Academy TGfU knowledge and understanding originally emanated.

## 5.6 Future research possibilities

The need for future research on those teachers using TGfU and other social constructivist-orientated tactical games models is warranted primarily for two reasons. Firstly, and in common with this thesis, there is a need to examine how teachers engage with the model and what factors influence their effective use of the model (Almond, 1986a). In doing so, future research may be able to offer further suggestions for improving their current practice. Secondly, in ascertaining the influence that teacher socialization has on how and why teachers use TGfU, it may provide ‘clues’ as to how this instructional model might be most effectively introduced to the majority of teachers who have yet to use it (Jones and Cope, 2011; O’Leary, 2011b).

As a result of this study three recommendations are suggested for future research:

- 1) This study could be repeated having provided the support suggested for the participants of this study. Workshops and CPD would provide the teachers with a more complete knowledge and understanding of TGfU. A follow-up study could potentially move the teachers closer to the full version of the model. It would also provide an opportunity to examine the influence of occupational socialization upon UK teachers having been formally educated in the use of TGfU.
- 2) Given net games are heavily reliant on technical competency and only two relatively simple principles of play (Mitchell and Collier, 2009) thereby potentially encouraging the teaching of techniques at the expense of tactical understanding, this study could be completed using the more tactically complex striking/fielding and invasion games.
- 3) In congruence with overseas studies (Light and Butler, 2005; Lund, Gurvitch and Metzler, 2008) and in contrast with this study, the influence of occupational socialization upon teachers using TGfU who have experienced the model during their professional socialization needs to be addressed in (a) PE departments using TGfU and (b) in those departments not utilising this instructional model. Such research may provide further data regarding how this instructional model might

be effectively absorbed and taught in the two PE environments currently existing in the UK.



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## **APPENDICES**

## Appendix 1: Teachers' background information sheet

Name	Sex	Age	How many years have you been a teacher?	How many schools have you taught in as a qualified teacher?	How many years have you taught at your current school?	What additional roles do fulfil at your current school other than teach PE?	How many years have you used TGFU?	What type of degree and postgraduate qualification (if applicable) do you possess?	Did your degree/teacher training include use of TGFU?	What is the highest level of sport you have played?
e.g. John Smith	M	32	7	2	3	Head of Department	3	B.A. (Hons.) in Sports Coaching PGCE	No	Junior county hockey

## **Appendix 2: Initial interview questions – pilot study**

### 1. Background Information (multiple prompts allowed)

- How old are you?
- What is your gender?
- How many years have you been a (PE) teacher?
- How many schools have you taught in as a qualified (PE) teacher?
- How many years have you taught at your current school?
- Do have any additional responsibilities in addition to teaching PE at your current school?
- What type of degree(s) do you possess?
- Did you complete a postgraduate teaching course(s) and if so, what type?

### 2. Acculturation (multiple prompts allowed)

- Would you describe your parents/guardians, siblings or any close relatives as being active or inactive in sport or physical activity? Please elaborate.
- During your own childhood and adolescence, would you describe yourself as active or inactive? Please elaborate.
- If you were active, in which sports or physical activities did you participate during your childhood and adolescence?
- At what level did you participate in organised sport?
- Describe your school PE programmes at the primary and secondary school levels.
- Describe the provision of extracurricular activity/clubs and physical activity at the schools you attended.

- Describe your PE teachers and other teachers/coaches who worked with you during any extracurricular activity/clubs in which you participated.
- Describe any coaches who taught or coached you sport or physical activity outside the school setting during your childhood and adolescence.
- Would you describe any of the people in your childhood or adolescence such as family members, friends, teachers or coaches as role models to you? Please explain why.
- Describe any participation in sport and physical activity during your years in higher education.
- Do you currently participate in sport and physical activity? If yes, please elaborate.
- Why did you decide to become a PE teacher?

### 3. Professional Socialisation (multiple prompts allowed)

- Describe the lecturers who taught you to teach PE during your university degree and/or postgraduate teaching course(s).
- Were you taught by lecturers who specialised in teacher education/teacher training?
- Describe any theoretical teaching/pedagogical lectures which you took during your university degree and/or postgraduate teaching course(s).
- What do you feel you learned during such lectures?
- Describe any teaching practices in which you participated during your university degree and/or postgraduate teaching course(s).

- What do you feel you learned during these teaching practices?
- Were these supervised by the lecturers that taught you teaching methods?
- Do you feel you got the same messages or mixed messages about PE teaching from your lecturers?
- Did your lecturers change your beliefs about teaching PE? Please elaborate.

#### 4. Learning TGfU (if applicable)

- Describe how you were taught to employ the TGfU model?
- Did you discuss the model in theoretical teaching/pedagogical lectures?
- Were you given written material to read including books, articles, internet sites or example units and lesson plans?
- Did you get any/many opportunities to practice the model in practical lectures to prior to teaching practice?
- If yes, did the lecturers supervise you and provide feedback during these practical lectures?
- Did you get an opportunity to use the model during teaching practice? If yes, please describe.
- How did you learn to use TGfU (if not from university degree and/or postgraduate course(s))?
- When you completed your university degree and/or postgraduate course(s) what kind of position were looking for and what were your goals as a teacher?



## 5. General Organisational Socialisation (multiple prompts allowed)

### a. Previous school(s) (if applicable)

- Describe the school(s) in which you have taught. What were the pupils' backgrounds? What type of catchment area did the school(s) have?
- Describe the school(s) PE department(s). How many teachers were there in the department(s)? What were their approximate ages? Approximately how long had they been at the school(s)? What kind of facilities and equipment did you have at the school(s)?
- What were the department(s) main goals?
- In your first teaching position were you assigned an official mentor or did you have an unofficial mentor within the school? If yes, please describe his/her influence on your teaching.
- Were you given specific objectives to achieve as a newly qualified teacher? Were any of these objectives prioritised?
- Describe your previous school(s) PE curriculum and extracurricular sports programmes.
- Who made the decisions on what was taught in the PE department(s)?
- Who made the decisions on how content was taught in the PE department(s)?
- How much input did you have on content taught and curriculum models employed?
- Did your colleagues embrace any new ideas you brought to the department(s)?

#### b. Current school

- Describe the school in which you teach. What are the pupils' backgrounds? What type of catchment area does the school have?
- Describe the school's PE department. How many teachers are there in the department? What are their approximate ages? Approximately how long have they been at the school? What kind of facilities and equipment do you have?
- What are the department's main goals?
- Are there any newly qualified PE teachers or teachers of other subjects employed at your school? If yes, how much contact do you have with them?
- Have you been assigned an official mentor/line manager or do you have an unofficial mentor/line manager within the school? If yes, please describe his/her influence on your teaching.
- Have you been given specific objectives to achieve as a (newly qualified) teacher?
- Are any of these objectives prioritised?
- Describe your school's PE curriculum and extracurricular sports programme.
- Who makes the decisions on what is taught in the PE department?
- Who makes the decisions on how content is taught in the PE department?
- Do you think there is a 'department way' of teaching PE and games? Please elaborate.
- How does the National Curriculum for PE influence how you teach PE and games?

- Do you think the ethos of the school has an influence on how you teach PE and games? Please elaborate.
- How much input have you had on content taught and curriculum models employed?
- Have your colleagues embraced any new ideas you have brought to the department?
- What do you feel are the necessary attributes of a successful PE teacher?

#### 6. Employment of the TGfU Model (multiple prompts allowed)

- What do you think the purpose(s) of teaching games are within a PE programme?
- What do you feel are the necessary attributes of a successful games teacher?
- Prior to your current use of TGfU, how did you previously teach games? Can you explain why you taught games that way?
- Why do you use the TGfU model in your current school?
- Please describe your use of the model in terms of structure of the lesson, content and teaching approaches.
- What influence does your use of TGfU have on your pupils learning?
- How and what do you assess when using TGfU?
- Are your colleagues supportive in your use of the TGfU model? Please elaborate?
- What successes have you had employing the model?

- Do the pupils influence your use of TGfU? Please elaborate.
- Do you personally have any specific teaching issues implementing the model? Please elaborate?
- Are there any school or department organisational issues that influence your use of TGfU? Please elaborate.
- Which other curriculum models have you employed teaching PE?

7. Other (multiple prompts allowed)

- Is there anything else you want to tell me about TGfU and your career in teaching PE and games?

### **Appendix 3: Initial interview transcript (Karen)**

N: It is the 13<sup>th</sup> of January 2001, my name is Nick O’Leary and I am interviewing Karen to discuss background and career in physical education. Karen the interview should last somewhere in the region of around 75 minutes. The topics that we are going to cover, some very straight forward easy questions with regards to your background, then we’re going to look at your childhood and your experiences of physical education and sport as a child. We’ll look at your higher education experiences, with regards to your education and training in physical education and associated areas, and then we’ll have a little bit of a look at your job and what you do within your job whether it be in this school or a previous school. Okay, are there any questions you’d like to ask me?

K: No.

N: As you are aware we are taping this particular interview. Anything that goes onto the tape is private and will not be shared with anybody at all.

K: Okay.

N: Your name will be changed on any documentation so nobody will know that the material belongs to you and it’s yours, and you can withdraw that information at any time during the interview or the study. Okay, just basic background to start with Karen, can you tell me how old you are?

K: 24.

N: You’re 24 years of age, and what’s your gender?

K: Female.

N: Good. How many years have you been a qualified P.E teacher?

K: Err, this is my second year, last year was my NQT year.

N: Okay, how many schools have you taught in as a qualified P.E teacher?

K: Just this one.

N: Just this one, okay, and so you've been teaching at this school for, this is your second year?

K: A year and a half.

N: Year and a half, okay. Do you have any additional responsibilities in addition to teaching P.E here?

K: Yes I don't know whether you want me to say I taught for a year before I did my training at seniors school.

N: Right, okay.

K: ..taught for a year at actually the school that I went to straight after I finished uni, covering maternity leave which was initially just teaching dance and then kind of spanned out to be a form tutor teaching P.E and then I did my training at that school, my GTP and then I got the job here. And my role here initially again was dance specialist with P.E, erm, and I think it kind of spanned out to be a bit of a mixture of both for Key Stage 3 and Key Stage 4.

N: We'll come back perhaps to that a little bit later on. So what type of degree do you possess?

K: Dance.

N: Dance, BA, BSc?

K: BA.

N: It's a BA in Dance?

- K: Yes.
- N: Okay, and obviously you completed a Post Graduate GTP course which you've already mentioned.
- K: GTP yes. At my previous school.
- N: Let's move onto your childhood and discuss your childhood just a little bit. Would you describe any of your parents/guardians, siblings, brothers, sisters or any close relatives as being active or inactive in sport?
- K: Err, I've got two older brothers. Both of them used to play a lot of football, erm, in like competitive leagues. My one brother is a very much into outdoors and is now a caving and climbing and walking, all that kind of outdoor adventure instructor in Yorkshire, my other brother who was kind of on the border and looking at going into professional football got, well he dislocated his knee cap and got told that that would never follow through so now doesn't do a lot of kind of physical activity now, but he's 30. I know when they were younger my dad did quite a bit of football and my mum did quite a bit of netball but now they just do more of, they are big walkers, erm, kind of go to like districts and do a lot of walking and things like that. That's it really.
- N: During your own childhood and adolescence, were you active yourself or inactive?
- K: Active, very much when I was younger. Erm, bizarrely when I was younger I used to hate football but I think that was because I used to get picked up from gymnastics and had to go and watch my brothers play football, so because it was forced upon me I used to dislike it, whereas now I love football. My parents can believe how much I love going to watch football or follow football now. Erm, I used to do err, swimming, gymnastics, dance and at school I did quite a bit of netball. I was on the netball team at school and the football team at school, rounders team, so a lot of all round stuff at school and then outside of school, erm, I was

training for gymnastics three or four times a week, swimming twice a week and then doing my dancing kind of on the weekend or within the week.

N: So you are very much an all rounder but perhaps specialising more in the aesthetic side?

K: Yes.

N: Okay, that's great, okay so what level did you participate at in sort of organised sport?

K: I used to train at Earls for gymnastics. So your kind of county level and then I can't remember what age it was that I kind of packed that in, that was all in the stages of Earls changing over. Erm, dancing I've danced for years in competitions and performances or anything like that. And swimming, I used to train at Halesowen and just do all the competitions and stuff, I am not sure what level that would be classed as.

N: Talented then, talented. I know Earls Gymnastics quite well. Let's move onto your school, or your schools. If you can remember back that far. Can you describe the school programmes as you remember it at primary and secondary level?

K: Primary again, erm, was very gymnastics based for me, they used to, like I remember now like on a Friday after school I did gymnastics training at school and then I'd go straight to Earls to train at Earls. Primary is mainly a memory of gymnastics and some netball I can remember, and athletics stuff. Secondary I loved P.E at secondary school, it was kind of, I'd maybe just have a go at everything so as I say like the basketball team and netball team and rounders, swimming competitions, I did like my First Aid and Swimming Medallion Award and all that kind of stuff. So yes, and I did, what helped at secondary school, obviously my brothers had been there previously so I kind of already knew a few of the staff from just going in with my brothers and I got on really well with the



department and I think mainly because I was down there so much with lunchtime clubs or fixtures after school I just got on with the department so well and like even if I'd not got a practice at lunchtime I'd go down and help with one of the practises that was maybe on or just maybe do a bit of coaching, if it was the Year 10 and 11's and things like that.

N: Okay, can you remember anything about the specific lessons, what do you remember about P.E lessons at secondary level?

K: Erm, probably games-orientated more than anything. I suppose thinking back there was a lot of like skills and a lot of breakdown of skills and then applying those to a games scenario and then I guess as you worked through the years as you kind of succumbed, you are like Key Stage 4 it's more of once you've obviously already covered the skills and it's more of playing the game situation. Rightly or wrongly I'd say that. I mean particularly years 7, 8 and 9 there's very much a breakdown and a development of skills and then kind of putting them into practice and then come Year 10 and 11..

N: So what do you think the P.E teachers in your secondary school were trying to get you to learn, what do you feel their emphasis was on?

K: I still believe and probably agree with what they were doing that kids learn by playing and sometimes to be in a situation where you get to play the game in its entirety helps you learn and particularly like for example if we were doing a netball lesson and got individuals that were on the netball team but then got individuals that hardly ever do netball, it's then helpful for them to be able to play the game with others that know where you are allowed to go and where you are not allow to go and actually play the game in its entirety. And I think sometimes when that doesn't happen and I think Amy was talking the other day about that she'd spoken to her girls and they didn't even know how many players are on a netball team. [laughs] And I just think it's a bit, it's a shame if they don't get to play a full-sided game and actually experience that full sided game.

- N: And is that what your P.E teachers tended to do?
- K: Yes we did used to play full sided games.
- N: Right, okay, that's great. What was the extra-curricular clubs actually like at the schools you attended as a child?
- K: Good.
- N: Can you elaborate on that a little bit?
- K: Well we used to have practice either at lunchtime or after school, in like the later years of school it was sometimes at the beginning of the lunchtime would be less to kind of practice our drills if we knew our drills or if we wanted to practice some centre passes or if we'd got certain things to kind of, if like shooters wanted to practice some drills and then maybe playing against the years above to practice playing against kind of more talented teams and things like that. Gymnastics we obviously used to practice for the team competitions and the school borough competitions.
- N: Right, so extra-curricular where do you feel the emphasis was? What do you think they were trying to do?
- K: You see here I find our extra-curricular is sometimes just focused on extra-curricular whereas I think my experience at school, the extra-curricular was focused on because we'd got a match the next day or because we'd got a match next week or we'd got a competition coming up. So there was always a purpose for that practice. Whereas sometimes here I just think we offer them, we offer the clubs just for the sake of offering the clubs and having them there which again isn't a bad thing but sometimes I also at the same time think that the pupils you need to see where they are going with that and maybe have a sight for what they are training for and what they are doing.

- N: So would it be fair to say perhaps here it's more participation orientated.
- K: Yes definitely.
- N: When you were a child, you perceived it to be perhaps more performance competition orientated, would that be fair?
- K: Yes.
- N: Okay, that's great. What were your P.E teachers like?
- K: Great, I used to get on with them really well, erm, maybe when I think about it now the kind of stereotyped P.E teacher in the shorts and the t-shirt and the trainers. Erm, but yes they just seemed a lot more, whether it's because it's a practical subject, a lot more easier but then when I think to when I did my GCSE and obviously the theory based activities.
- N: What were they like in extra-curricular activities, the P.E teachers?
- K: Quite laid back and quite easy going.
- N: Right.
- K: But then if we got like a match or a tournament probably quite pushy and quite erm, me being kind of quite a conscious person I used to think and feel if I wasn't playing very well or if I was just having a poor match I'd feel quite stressed thinking that I'd be letting them down and whether that's just because of the kind of person I am I don't know. But yes I did used to worry about letting them down or worry about them getting frustrated that I wasn't playing very well or.
- N: Why did that sort of thing worry you?
- K: I guess because as much as we were turning up to the practices they were obviously giving up their time as well and they obviously wanted us to

win and do well, and I didn't want to let them down in that respect. But you know it was clear that they wanted us to do well and they had given up their time to help us get there.

N: And is that important to you or was that important to you then, the winning the competition?

K: Yes, yes. I think it was.

N: Yes, okay, that's great. What were your coaches like outside of school, the clubs you attended?

K: What Earls?

N: Well yes, I think you mentioned earlier gymnastics, you went to a gymnastics club and I think you said you went to a swimming club, obviously I know your dance was ...

K: Swimming I loved and the thing about swimming was initially I did just used to go to the swimming classes and we used to do like the distance awards and all that kind of thing, erm, but then because I was performing reasonably well that's when they started to get me to do the competitions but in a way that worked in a detriment to an effect for me because I just loved to swim and I didn't necessarily love the competitive element of having to dive in when you tell me to dive in and swim so many lengths and try and beat the next person.

N: So how did they coach you, what did the coaching session look like in the pool?

K: They used to, there were two pools at Halesowen and we'd be in the one for training initially for just, you warm up for lengths, different strengths, testing the power of your arms and the power of your legs obviously with different floats to kind of work on your core strength and then we'd switch into the other pool for races after we'd trained and then on some

weeks we'd do like the distance awards, but when I think back to that that's, it sounds quite dull, like just swimming, like lengths and lengths and lengths and realistically that's probably what it was but just doing different strokes. Of if you'd got a specific stroke for you then you'd obviously be training that stroke a lot. And a lot of timing, how quick you are and all that kind of stuff.

N: So very competitive?

K: Yes and I think the competitive element ruined it for me, at that point because I just, I did it because I love to swim and then the competitive element took over me just going to swim and have fun, it ruined it a little bit for me maybe.

N: Right, what about gymnastics?

K: Probably a similar experience. I loved gymnastics and I love teaching it now, erm, but it taught me a lot in the fact of it was a very and probably still is now a very strict sport and I used to have a conditioning plan that they used to give me and I remember now that our warm up, when we used to train our warm up used to be an hour long, and then it used to be a half an hour conditioning at the end of every session. We used to have a conditioning sheet that we used to have to take home and we had to show our parents what we were doing and mum or dad had to sign it off to say that I'd done it, how many times in a week I'd done it so that I could then take that back to my coach to say that I'd been doing my conditioning and obviously if I hadn't done it I would be made to do extra, and they would know if you hadn't done it because they can tell when you are doing your stretches or doing your conditioning exercises, they know whether you've been doing them or not. Yes, when I think back to that that was tough going for being quite young. It was very competitive, I mean I remember coming back off a holiday and I know my dad brought me back off holiday early to go to a competition. Which I think now my dad would probably laugh if I asked him to bring me back. Erm, very competitive.

- N: How did they coach you, how would you describe the coaching?
- K: Oh, hard, it was very pushy and gymnastics is obviously quite hard on your body and no matter how tired you are or what is aching or whatever has happened you are still pushed to do it and do it again, and I remember failing off the beam and you were always made to get straight back on no matter how much it's hurting, and I know why that happens and obviously now, I don't know, if something happened to somebody on a trampoline or on a vault I would probably do the same and make them do it again but at the time the last thing you want to do is step back on that piece of equipment. So yes it's no matter how much you are aching and hurting you are made to keep going, and obviously when I was pushed towards the more competitive side, when I was training so often, your body obviously doesn't have time to recover before you are training again, so it is hard, it's very strict, I don't think it will ever come out of that strict regime.
- N: The dance coaches? Were they different or similar to the two you've already described?
- K: My first ever dance teacher was a very old lady with a stick and she was brilliant, bless her.
- N: What was the purpose of the stick?
- K: [laughs] Well she was that old that she did use it to walk, she also used to use the stick like if we were doing forward walkover or anything like that, she would just put the stick there and pretend that that's going to support us.
- N: Right.
- K: Erm, obviously it wouldn't but you always used to believe that it would. Erm, and she was a very scary person actually, erm, and if we were doing shows she's the kind of, again the person that you would not want to do

anything wrong, erm, if you used to have to wear something particular or if you'd got something on your head you would dread it falling off just in case she was at the side of the stage waiting for you to come off to give you a nudge as you came off stage. Yes, she was very, but then again on the other hand she used to get the best quality out of us because I know that when she passed away and we all kind of moved on to a new place we kind of lost that quality because the new person was very easy going about how we performed and there was a lot of marking movement through rather than performing movement to the best that you can possibly do, because what she used to make us do all the time, there was no such thing as marking movement, it was movement and you performed it every time. So as scary as she may have been at least she got the quality out of us what she wanted. So that was quite strange.

N: How would you summarise your experiences in physical activity/sport out of school?

K: I enjoyed it, as a youngster I enjoyed it and it was what I enjoyed doing, erm, you know I didn't make it to the England team and I didn't make it to this but at the time I was doing it and for what I was doing I enjoyed it and I think at the point that I stopped enjoying it that's when I stopped going, and I think that's right for anyone, if they enjoy it then they are going to keep going back to it and at the point that it becomes maybe too much, and I think at one point I probably was trying to do too much and I did used to get quite often from my gymnastics coaches you need to choose between gymnastics or dance and by my dance teacher I used to get told you need to choose between gymnastics and dance, because people think they are so similar but in fact they are quite worlds apart in many ways.

N: Okay, in terms of all these people that you've talked about, your mum, your brothers, the various coaches and P.E teachers, would you describe any of them as role models to you and can you tell me if that's the case and why?

K: Erm, the teacher at my previous school who is now a Director of Sport and when I did my GTP she was my mentor, erm, she's probably not an idol in the fact of kind of her kind of, how can I put it, like her presentation as an individual but her kind of qualities and the way she used to teach, erm, and her knowledge if you like always used to inspire me so when I used to get taught by her I used to find that I would take the information in much better just because of the way she delivered things. When I did my GTP she was the best mentor that I could have because I was so eager to impress her and she was, she was very good with me and I think because I knew her from when she used to teach me that maybe made me even more so want her to be impressed by me so it made me more kind of eager to please.

N: Okay, no role models from childhood though or adolescence?

K: Erm, no I don't think so.

N: No, okay that's fine, that's not a problem. What was your participation like in sport and physical activity during your years in higher education, at university?

K: Oh I was always doing P.E. always.

N: So what sports did you play at university?

K: Ah, I still, hmm, I didn't do the netball team only because we had rehearsals which collided with, now we'd got the Wednesday afternoon, well used to have to rehearse so I couldn't do that.

N: Rehearsing for what?

K: For dance.

N: So you were doing dance at the time?



- K: Yes at Uni. I was still doing dance then, but competitively I didn't do any when I was at Uni.
- N: Right. So what did you do in terms of dance, what was the dance, obviously you were doing dance at Uni, what were you doing?
- K: Yes, we rehearsed for different performances so we did contemporary, ballet, jazz, all different kinds of styles if you like and then we had choreography units.
- N: Was this for a dance club or was this part of the Uni course?
- K: It was part of the course but we also had I suppose if you like the gifted and talented company, we auditioned for that, erm, which was part of, it was one of the lecturers at Uni that actually set up her own company and she kind of auditioned a few of us and asked if we would be involved in one of her projects. So that was something that kind of came out from Uni. Another thing that was, erm, kind of went on its back a little bit but we got auditioned by someone that came from a school in Walsall, erm, and she wanted us to do, it was actually near Christmas time and we had to film a piece that as filmed from a bird's eye view, kind of like erm, oh Jim Davidson's Generation Game, the whole idea, and that's what we were supposed to be on for a TV showing with Graham Norton and all this and it just completely fell through so we all filmed it and all that kind of stuff and that fell through but things like that happened, and then the other thing that I did when I finished Uni, erm, I got asked to audition for a company in Stafford, so I auditioned for those, got into their company, and it's actually a group of people that work an industry hall, so I worked there and just kind of came together and we performed in Birmingham Hippodrome, we did that and then we were also asked by the BBC to create a film, dance film about recycling. So we did that and that was on the BBC website for a while and used to kind of hopefully promote recycling in a different manner. Erm, yes and now I just go to a studio over in Harborne just to keep my dance up, just to make sure I am still getting some fresh ideas.

N: So is that the only sport and physical activity outside of this school that you do now?

K: Yes. Dance.

N: Right, and so what's the emphasis in that dance?

K: Yes well it just, it's a different style so I just go and a) it's for me to continue to keep fit, erm, other than you know just going to the gym, at least it kind of keeps the whole dance ideas going through me, erm, and the other thing is because I have to choreograph so many dances with like Key Stage 3, 4 and 5 it just gives me some fresh ideas because I think when you've kind of been delivering the same thing you don't want to fall into the rut of delivering the same stuff to each Key Stage and it just gives you some fresh ideas for the kids to use.

N: Okay, so we get to the end of your childhood at 15, 16 or 17, why did you decide to become a P.E teacher?

K: I didn't want to teach at all, erm, I finished Uni and was intending on doing some freelance work for a year.

N: In dance?

K: ..in anything.

N: Right.

K: ..to get some money and I wanted to go and work abroad, so my idea was for a year to just get money and then go and work abroad and maybe teach dance or teach physical activity or teach things like that abroad. And before that even happened I got a phone call from my old school just to see what I was doing and what I was up to and they asked me if I would deliver some workshops, some dance workshops at the school so I kind of thought that could be my one area of freelance. And I turned up

on the 1<sup>st</sup> September kind of expecting just some, a few hours a week of workshops and I got given a full timetable and a form group and all that kind of thing. Erm, and yes so I spent a year kind of covering maternity leave and loved it, and I genuinely thought that I just wouldn't like teaching at all, I just thought it wasn't for me, erm, I was kind of in the phase of wanting to do stuff for me, I wanted to go abroad, I wanted to go and do stuff for myself, erm, and I think it just made me realise that, I don't know really, just, I don't know, I just enjoyed it a lot more than I expected and it made me realise that I can kind of transfer what I've learnt and my experiences to other individuals.

N: Right, can you pinpoint, you said you enjoyed it, can you tell me why you enjoyed that year? What was it that made it so enjoyable?

K: I just think kind of, although the school has got a dance teacher there, erm, when I was there, erm, as a student dance was not particularly embedded into the curriculum greatly and it wasn't really very well known and wasn't really very well perceived by the pupils, erm, hence I didn't even take it as a GCSE even though I was doing a lot of dance at the time. And therefore because it's not kind of got a great response it was a bit of a challenge for me and I think I enjoyed the fact of people that had never wanted to do dance before were wanting to do dance and people who would normally be standing outside eating their sandwiches doing nothing were asking me to do lunchtime clubs. It kind of felt good that I was obviously having a positive impact on what was happening at the school and not kind of taking away from what the dance teacher was there, but I think because the same person had been there for so long it just hadn't been drawing the kids in any more, or if you like it had been drawing the same few individuals. And it just spread out, I mean I'd even got a boys club running and sixth formers were coming to rehearsal and it was just things that had never really happened before. Erm, and that felt really good to kind of get it on the map a little bit if you like.

N: Yes, okay you've mentioned a little bit about lecturers, you sort of went into that a little bit, can you describe the lecturers in HE that taught you

during your university degree or your post-graduate course? What were they like?

K: Yes, practically, they were great, they actually, well my ballet unit I had a Russian lady and she was, some of the girls used to hate it because she was really strict and if you were doing it wrong she would openly tell you were doing it wrong and if you came back to the next lesson and you'd got it right she'd be kind of be sarcastic about the fact of how you finally got it right now. And I used to like that, I don't work on somebody telling me oh well you did that well, or that was good, I probably know in my body what I am doing well but I don't know what I am not doing well, so for somebody to tell me you are not doing that right I found it brilliant and you know at the end of the unit I got an A16 because she was telling me the things that I was doing wrong which made me work and she did used to make me want to work.

N: What were the others like?

K: Sometimes in the choreography units you kind of get told what looks good or what looks effective but then maybe not get told well why have you done that like that or why, to kind of if you like challenge our thinking a little bit more. Erm, and I used to really enjoy the choreography units because it got you working with different people, working on different projects for maybe different universities but again you know choreography and creating things is all about opinion, erm, and one person might sit and watch it and kind of think oh that looks really effective and another person might watch it and say that doesn't work for me. And I wanted someone to say that doesn't work for me so that we know where we can move it or change it and sometimes that didn't happen and we wouldn't then get told that until after the assessment. So then it kind of, it used to irritate me because I'd be like well if you'd have said that we could have done it or changed it or adapted it and now it's too late. Things like that used to be quite frustrating.

N: You like to do things right don't you?

K: Yes. And it maybe, in one way it's a good quality but in another way it's a horrible quality because I get frustrated if things aren't perfect. I think at Uni particularly in my last year I found that really hard because there's so much group work. Erm, and if you are working your backside off to get something done and you can see the people around you not doing that it is quite difficult, yes, and as much as you know it is a university and it is an independent time, erm, you know the lecturers aren't there to deal with rubbish of people not pulling their weight, it's kind of their own problem but it used to frustrate the hell out of me.

N: What about the post-graduate lecturers, I think you mentioned one of them on your GTP? What were they like?

K: Now part of me really enjoyed my GTP training, I loved being in school, I loved kind of the whole hands on part of it and I think the PGCE would have taken me the other way, I think it would have slowed me down if you like. I loved kind of just being thrown in and I think my first year of being thrown in at the deep end and sink or swim and there was no way that I was going to sink really helped me and put me in good stead to go for it and do what I wanted to do. I used to find the lecturers of the GTP really patronising.

N: Okay, can you explain why?

K: When we used to go on the training days, and I was led to believe that to get on a GTP course the individuals would have had some form of teaching experience because, well I believed that the GTP was more of a mature student approach rather than the PGCE, so I kind of went into that course thinking that a lot of the individuals would have already been teaching for quite some time or would have some experience of teaching and a lot of the time we'd go on the training and we'd be covering things that you know, we'd been a few weeks into the course and there were people there that had still not stood in front of a class and delivered a lesson. You know they were talking about kind of just the basics of getting equipment out before you start your lesson and having your

objectives written on the board and sometimes just used to find it really frustrating and kind of thinking well surely they should know all of these things, like you know it's great to kind of go through with different ways of delivering our objectives or making sure it's written in the right kind of manner but to say to us you need to have objectives, surely we should all know that, and I just used to find it quite frustrating. Don't get me wrong some of it used to be really helpful and the subject specific days were really helpful.

N: Were they theoretical or pedagogical teaching lectures?

K: Yes and it was kind of very like, you know they would stand and say to you obviously when you are teaching you need to have a variety of strategies and things like how you talk to them, yet they would spend 3 hours at the front of the room waffling on to us about the same thing and it's like you are kind of contradicting what you are saying.

N: So what type of theoretical lectures did you get?

K: We had stuff on, you know like your AFL stuff and your SEN and G and T, you know it would be kind of PowerPoint talking which I may as well have just read the PowerPoint because that's all they were kind of doing.

N: So what did you feel, did you feel you learned, what did you feel you learned from the theoretical?

K: I probably learnt more from sitting next to someone and talking to them about their experience in their school. I mean we had assignments to do anyway, throughout the year, erm, and you know you kind of find certain people who are doing the same subjects as you and who are covering or in the same area school as you and I found that more interesting and the fact that they were kind of saying oh deliver this lesson or this went really well or oh actually one of the teachers at school were saying to try this to me and I found that more probably relevant if you like because..

N: So would it be fair to say that the teaching practices you were on during the GTP were more useful to you?

K: Yes, absolutely.

N: Right, and why was that? What did you feel you learned during those teaching practices?

K: I learnt so much from just going and watching people. I tended to do, obviously when I initially had my timetable it was quite a low kind of timetable. When they do the 80% timetable, so I still tended to take my work home and then use my free lessons to go and observe, or I'd say to, I don't know somebody in the department "oh what are you doing today, do you mind if I come in and help" and I learnt loads from just watching or working with them or team-teaching or collaborative working and even I did like tracking a pupil and went round to like different lessons of the school so looking at how to, and he was a pupil that had ADHD so looking at different behavioural strategies of the school and knowing what the policy is and you know I'd go and just ask one of the history teachers "oh I've got this pupil in one of my lessons, I am find them quite difficult, can I just come and see how they are in your lesson or how you deal with him or how they respond to you", and I just, I found that really helpful just looking at how different people kind of plan or deliver things and just getting ideas from others. Erm, yes, that then obviously helped and impacted my own teaching and my own delivery of things, maybe gave me a few ideas of how to tackle certain individuals or how to deal with those individuals and how to keep them on the move or kind of engage them in their learning.

N: Were you supervised during the GTP by the lecturers that took the theory lectures? Did they come out and watch you at all?

K: I had the school based mentor which was the lady that I was talking about earlier, she used to come and observe me, I can't remember how many she had to do, and then the lecturer from Newman would come and they

would sometimes do joint ones or she would just come in on her own. Erm, but it wasn't like weekly necessarily. The school based tutor used to maybe come in once every two weeks or so. And I can't remember how often the university one came in but she had to cover so many throughout the year and I had to do so many joint ones. And because I'd done obviously my dance training I asked her if she would observe me in P.E lessons as well so that I'd kind of covered both areas to give me a bit more of an even spread. Erm, but yes I just, I think it helped in the fact that I loved the school and I loved the kids and I got on really well, it's a big department, I got on really well with the department, erm, and it just, it worked and the department were always helping to give me ideas and if I have kind of gone on any other courses and something had been useful they'd always give me the opportunity in the next department meeting to kind of share my thoughts, obviously going through the new training and a lot of them had gone through their training a few years before, just to bring the new ideas into the department and they are always happy to listen to the different things that we'd covered. Erm, yes so I did enjoy that training I think.

N: In terms of the lecturers, particularly on the GTP side, did you feel they changed your beliefs about teaching P.E in any way shape or form?

K: Erm, sometimes I used to kind of, when kind of thinking about what they had been talking about and what they had been referring to I used to try and think of how it could apply to P.E and how it could apply to dance. Erm, because a lot of the time they would always use theory examples if they were discussing something, so it sometimes is hard to take it out and bring it into a practical example. And, but I just think they, they didn't inspire it enough and they kind of did make it very like "oh this year it's going to be really really hard" and kind of come out with things like that and I appreciate it's going to be really hard but isn't everything in life and you know it might well be hard but yet to think about how we can go through this and what we've got to do. You know we'd have the assignments to do throughout the year and sometimes they wouldn't even refer to those assignments and like things like every child is a learner and



looking at things like that, and obviously each school has got their own different policies and sometimes they didn't really draw upon that and draw upon the fact that each school is going to be different. And when obviously I did my second placement, I did my second placement in a private school so it was a completely different, and that was really helpful for me and they kind of didn't draw on examples like that and I think for a lot of people who obviously were going to do their placement at one place and the their job was more than likely going to be somewhere else I think that needs to be considered that every department is going to be different, every school is going to have their own way of working or using the curriculum or their timetable is going to be different, I mean at my old school we used to change groups every 6 weeks after unit whereas here you teach the same group for the whole year.

N: So would it be fair to say at this point, I am kind of getting a message through that the majority of your HE learning in regard to P.E has predominantly been around other teachers and in a school setting rather than theoretically?

K: Yes.

N: Yes, okay, err, let's move on a little bit, I am assuming during HE did you come across teaching Games for Understanding at all?

K: No.

N: Not at all, okay that's fine, so how did you learn, how did you get to learn about teaching Games for Understanding, where did that happen?

K: Erm, obviously from previous experience of how, erm, how I was taught I guess but then also from observation, so kind of looking around and looking at how other people deliver things, erm, looking at units of work that already currently exist to see what is delivered and how it gets delivered.

N: Is that here?

K: Both really, I've kind of looked at units of work that I've got from my previous school, erm, and then, I am a bit of a, maybe not so much now but very much a bit of a resource geek at one point and I used to just trail through books or through the internet or through anything to just research stuff and I am a very like, very practical learner so for example yesterday I was doing Muscles with my Year 7 group so we made a song and dance with the muscles to try and get them to remember it. So like I would look through books or look through like different task and look at whether that's going to help me deliver what I need to deliver so I'd kind of use our record cards to see what group I'd got and where they need to get to and then think well how am I going to get them there by practical tasks and some games and kind of developing their understanding. So that's probably the approach that I'd take having not done a P.E degree.

N: Right, you mentioned that your experiences as a child, as a pupil had some influence on your teaching of games, can you elaborate on that a little bit?

K: I think the breakdown of skills, so your whole, part-whole and things like that or even doing like a mini-game at the start of something that maybe don't have any idea of so a bit of a mini game, then bring them in and then break it down and kind of get them to understand well what did that game at the start require you to do, how did it happen, what skills were you using and then maybe break it down even more so that you are actually refining the skill and then again put it into a modified game where it's requiring them to use the skills and I think the massive problem that I think can sometimes occur if you just do the whole kind of skill and then again you've got to make sure that that skill is going to occur in the game and it's not kind of spend half an hour on heading the ball and then you play a game and not a single person needs to head the ball. Erm, and just making sure that the pupils know where they are starting from, where they are intending to get to by the end of the unit or by the end of the lesson or whatever and how we are going to get the, I

think I was talking to Len about this that he was saying that as a pupil he used to get into trouble for asking “why” to everything, “well why are we doing this and why are we doing that” and like I said to Len, I work the same, I need to know why I am doing something in order to understand, okay I’ll do it now because I know why I am doing it. And I think a lot of kids are like that and a lot of kids like to know why they are learning this sport, how is this going to help me, especially lads if it comes to football, they want to know how it’s going to make them a better player or how it’s going to make them score more goals or you know all those kind of things. And I’ve done before when I’ve done a written unit, we’ve looked at the skills that we are going to cover and I’ve not stuck to one kind of game, I’ve not just done basketball, we’ve done kind of loads of little different kind of games and looked at how we can spread the skill across those different games and we’ve kind of said this is where we are at the start of the unit, this is where I hope us to be and this is a track of how we are hoping to get there. And it just gives them a bit of a vision and a bit of a target what they are hoping and intending to get to.

N: Yes, okay, when you completed your university degree and the GTP what kind of position were you looking for and what were your goals as a teacher, what did you want to achieve?

K: I wanted both dance and P.E for a number of reasons really I think. As much as I love teaching dance I think P.E brings a lot more variety things to me for me, and I actually like, initially I was quite nervous about delivering P.E on the fact of I was kind of like well I know that I can deliver gymnastics because I’ve got so much experience and I’ve got the basis of the coaching skills, but was quite nervous about the fact of oh it’s some years since I’ve done netball or it’s been years since I’ve done football because I hadn’t done it at Uni so I was quite nervous about well how am I going to do this which is why I did go out and watch loads of lessons and ask them for some of their resources and ask them the approaches that they take. I think like I looked for both options to widen my possibilities, not very often that you get just a dance job, and it’s usually kind of P.E with dance or dance with a bit of P.E so I just wanted

to broaden that. And then the other thing I love the pastoral side of teaching, I've never really directly wanted to take the route of Head of Department, it's always been pastoral care that's been more of an interest for me, head of year or behaviour management..

N: Why is that, why do you feel going down that line potentially?

K: I love being a form tutor, erm, I was really good and really close to people at the Head of House at my previous school and I used to see like their involvement with the kids and their involvement with parents or their job role, and I just used to really like that side of things and working more with the pupils and when I did my GTP and we had to do like, an interview about kind of three areas that we chose and we got questioned on what would we do if such and such happened and imagine this scenario and how would you deal with it? And she asked me one that was based on an individual pupil and kind of pastoral care and the stuff that I kind of came out with she was really surprised and she said normally people would say I would tell the Head of House and that be it. She was like but you kind of know the procedure for everything and would continue to follow it up. And I think that's just because I had a lot of experience, there was a girl in my form at my previous school and she was really hard work around school, she'd got a lot of problems, a lot of family issues and I just, I really worked hard with her, by the end of, there was only me and a selected few individuals that she would turn to within the school and I really liked having that, I liked having the fact that kids felt they could come and talk to me and that I knew the procedure to follow, and yes I just really enjoyed that side of things.

N: Being with kids.

K: Yes. As silly as it may sound a lot of the time it's easier to deal with the kids than half the time it is to deal with staff. And granted maybe not parents all the time but again that's another side that I quite like and I quite enjoy and looking at how you are going to get their children to

achieve or attain what they should be achieving, yes I really enjoy that side of things.

N: Great, okay, let's move onto schools, move out of HE and perhaps move into schools. If I understood you correctly your first school that you taught in you were an unqualified teacher, and you were covering maternity leave predominantly?

K: Yes.

N: Can you describe that school to me, what was it like, what type of children were they, that sort of catchment area did it have?

K: Erm, it's a sports college, it has, am I allowed to say where it is?

N: Yes

K: It's in Gornal so the catchment area is quite poor if you like, but it has improved as a school quite dramatically over the years. Erm, in every way, in ways even such as the school uniform, the way the kids are presented, the way the kids behave. I mean I have known people say to me when they first started teaching there which was obviously not long after I left that they used to feel pleased if in a P.E lesson they had got kids to play a game of badminton without sitting on the stage and saying I am not doing anything to day, you know, now they will say no we are allowed to teach a real proper lesson because the kids have changed so drastically. Erm, and you know they are way up on the results tables, they have introduced sports captains for year groups, erm, head boy, head girl of the school, and they have recently been given the sporting bid so they have kind of got funding for, they have just had all new astro turf pitches put on and they have got the sports hall being built, they have developed their, because it was very much a football netball orientated department but they have recently kind of spanned out into rugby quite a lot because there's a rugby coach there, they have got the swimming pool so they have got a swimming pool on site which is used for P.E lessons. So yes

when I was there their facilities actually weren't that extensive and you'd not really got a lot of use of facilities particularly when it had come to like exam times and the hall or the gym would be used for exams and this time of year or Christmas time when there's snow on the ground it used to make things really difficult. Erm, but obviously now they are progressing and developing and I think their intake each year seems to be getting bigger and bigger. And I think they are just becoming maybe a little stricter on their sixth form entries to try and push their results and things.

N: So difficult children, difficult background but a good job on the school?

K: Yes I think they have made a real big turnaround.

N: Right, you mentioned the P.E Department a little bit, what were the aims of the P.E department when you were specifically there, what did you feel the P.E teachers were trying to do with the kids when you were there?

K: Well obviously throughout kind of my maternity leave year and then throughout my training it was kind of through the phase of when the new curriculum was being introduced. So that was a big focus for the department to kind of look at the transference of the old curriculum into the new so that was a big thing and looking at how it was going to work, whether it was still going to be activity led, or whether it was going to be the new kind of national curriculum. And where they fit in. and I think initially it was very much like accurate replication which had to be trampolining or gymnastics and I don't know, badminton, could not be identified as solving a problem which to me it could be. And you know we were discussing the whole idea of you could still have an objective of if the shuttle is coming high how would you respond and that is in a way a kid is identifying and solving a problem so it doesn't necessarily mean that you have to go outside and do orienteering. So that was quite a big thing within the department with a lot of different opinions of where things should form, and how it was going to map out into the curriculum

because obviously as I was saying earlier they tend to keep the groups for 6 weeks for the length of the unit and then swap.

N: Get different teachers, the kids?

K: Yes, so they will swap round to different members of staff and different units which again has its kind of pros and cons, and I think now erm, they have started doing similarly to what we do and got like a planner where they write down what's been covered so that their new teacher has them can be kind of passed over, which they didn't have that when I was there so that's obviously a new thing that's been implemented.

N: What are the teachers like at the school?

K: Erm, great, they had a really good relationship, they are all quite young within the department, or reasonably young there was a lot of like friendly banter within the department. I think it made it easier when it came to like department meetings that because everyone was so kind of comfortable with each other everyone is happy to kind of put their opinion in, erm, and kind of not worry about disagreeing with someone else and therefore kind of sitting down and trying to solve how we are going to do something.

N: Did you feel the department had some goals that it wanted to achieve or main goals?

K: Yes, I mean of course there's always the goals of you know improving on the results and with the GCSEs and with the BTEC, but I think that's something that is ever occurring in every school because of the league tables and the way things are, you know in recent years. So obviously that was always a big focus. Erm, participation was a big one. Not only in extracurricular but in lessons and kind of trying to get rid of the kind of lame excuses of you know so and so has hurt their foot or whatever and they always, no matter what was wrong with them the kids always had to get changed so that they were still involved in some sort of, whether it

was umpiring or something. Kit was a big thing, wearing the correct kit. It was always identified on the registers who was gifted and talented for P.E, who was maybe a poor attender and who was maybe a behavioural person for you to keep your eye on. Erm, so yes, and then the levels, that was kind of a, again a bit of a controversial thing because I think some people find them, well everyone finds them really important but how to deliver them to kids is always going to, and I think it always will be a big.. I just hate the idea of a kid saying I am a level 4A, or okay what can a Level 4A do and they say, I don't know but I am a 4A, it says that on my report or whatever. And I just, yes it's important as they are, I still think they need to know and be aware of what am I doing and how am I getting to that and therefore what I am I to be a level 4A and how do I become a level 5C and how do I do this. And I think our record cards for that help us.

N: Right, yes. When you taught at that previous school did you have an official mentor or unofficial mentor?

K: Yes I had the director of sport as a mentor at school.

N: Right, and what was his or her influence on your teaching? Did they influence your teaching?

K: In my training year?

N: In that year where you were covering..

K: Oh maternity leave.

N: Yes.

K: Oh, no I didn't have a mentor.

N: No, not at all?



K: No. I had a lot of people that I could go and speak to like my Head of Year, erm, he was really helpful and really supportive, erm, and was quite aware that I had literally been dropped in it and kind of said if there's anything you need to ask or do.. Erm, my Director of Sport was obviously really supportive.

N: Did they have any influence on how you taught?

K: Yes, I think they did and again I think not so much in that year that I didn't get so much time to go and watch because I was given a full timetable so I didn't maybe get as much, and I kind of got sucked into the world of teaching and was literally going home and reading schemes of work and reading anything that I could find on the internet, going on the AQA website and reading up a little bit I guess if you like because I kind of had no other choice other than where I was going to get the information from for what I needed to do. The lady that went on maternity leave I could never get hold of, I spoke to her twice throughout the whole year, you know and I had GCSE groups and A Level groups that I had to organise, moderation days and exam days, you know it was all very new and the same thing was my Director of Sport once said to me that a lot of people and a lot of members of staff didn't actually realise that I was just there covering maternity leave and she said it's because you were always just walking around as though everything, you just kind of took it in your stride and got on with it.

N: Right, and you were pretty much left on your own by the sounds of it to get on with the teaching?

K: Yes.

N: Yes, so influence was kind of minimal, what was the P.E curriculum like at this school?

K: Erm, really good we'd got units of work, schemes of work to follow. We were given like a folder to outline, anything that we wanted to cover. We

often had like sharing of good practice so a lot of times in that department would have the sharing of good practice so we'd give like a buddy up thing where erm, maybe within 2 weeks you'd have to go and watch that person or that person would have to come and watch you and then when you go back into the department you can kind of discuss what happened. Erm, and I also remember before we started, before the summer arrived and we had athletics coming up, we all as a department went outside and did some athletics and just kind of said about err, because they were very, as much as they were quite results driven so the athletics stuff, and like the walls were always covered in like what results had come through from fixtures and like in the fitness week we'd got high scores of challenges.

N: So pretty performance based then?

K: Yes, very like, yes I think very results driven but at the same time we were kind of looking at, rather than going out and doing the 100 m sprint to record the time, we were looking at different ways of delivering lessons. So we kind of all said right use it as an idea of a running lesson, use it as an idea of a throwing lesson and every department kind of went out and did, kind of like if you like have a bit of a laugh whilst doing it but me particularly found it really helpful kind of looking at how different people deliver the technique of like the shot-put or the javelin and erm, yes things like that. I think the thing that gets irritating about teaching is that you maybe don't get the time to share those things with other people so having those opportunities was really nice. Erm, and especially like me being new into the career it was really helpful.

N: What did you feel that you learned or picked up about teaching from this school, from this previous school?

K: It was always fun, always structured and looking at your whole kind of different ways of delivering your objectives, different ways of setting the tasks, where you are using, what facilities you are using, erm, I mean I, as I said earlier, like came from a really great gymnastics background and

thought that I was really knowledgeable of gymnastics and then I went into someone's gymnastics lesson and it was brilliant and it was things that I probably wouldn't have thought of doing myself, or I would have done it in a very different way..

N: Can you give me an example?

K: He'd set up kind of like loads of different stations and they were all focusing on the same thing, it was kind of like a ladder process all to do with, I am sure it was hand stands, so got loads and loads of stations all to do with hand stands, one being put your hands down and walk your feet up the wall, very basic, and just building the way up all the way through. And there was kids learning how to support on stations, there were you know hand stand onto the vault box and drop on the mats, all the way up to hand springs over the vault box so it was really pushing to get quality.

N: But how would you have taught the same sort of material before that, with your gymnastic background, how would you have done it?

K: I think I would have had less stations and probably more basic, and therefore I probably wouldn't have hit the gifted and talented individuals. And I think that was probably because obviously you do have bigger groups, and yes it's quite daunting, especially with something like gymnastics when it is so easy for something to go wrong if you are not there supporting on every one. Erm, and that kind of made me realise so well that as long as you kind of teach the kids how to support properly you can use them as another kind of mini person for you and use them and little things like getting a kid at the end of every mat, why are they at the end of the mat, right while they are going over they can look at you, they can support the mat and things like that that I know I now use when I teach.

N: Yes, right.

K: And yes I mean I delivered with him a part oral workshop and we did that same kind of similar thing in the gym.

N: Right.

K: So yes just very, very kind of like trying to get as much out of the kids as you can and just trying to get them to enjoy P.E and not by the time they get to Year 11 not really be bothered with it, just to get them enjoying it and a lot of them, an unbelievable amount of them actually were part of teams and I know that in Dudley they have teams for every year group whereas here in Sandwell it's always only under 14's and under 16's and it amazes me and has amazed me since I've been here that we still even struggle now to get teams, yet we've got loads of kids coming to practise but they are not bothered about being in a team and representing the school, whereas from a Dudley school.

N: Is that back to your previous school?

K: Yes, there's, you know every year group has got a team and especially when with football, I've got to get 11 kids from each year group and they do and they have got, and like cricket teams and everything..

N: And you appreciate that?

K: Yes, absolutely. You know.

N: I appreciate your honesty in that respect. When you were teaching at that previous school covering maternity leave how made the decisions on the content that was taught in the P.E department? Who was responsible for the content in lessons?

K: Well the Head of Department would have like a curriculum map of what was needed to be covered throughout the year. Erm, and then obviously your own kind of individual planning of what you are going to deliver and I guess when I was delivering P.E, because I was probably more

nervous about that I would always kind of say to someone if you think about doing this, is this alright, do you mind just having a look at this with me and they would look at it and say oh yes that's really good or oh you could have this in here. So if you like that was my kind of check of monitoring is this okay and ...

N: Okay, did any teachers change the way you taught, can you remember any examples where you perhaps show a lesson plan to somebody and they might alter it or change it or offer you any advice?

K: I can remember someone saying to me that I sometimes try to do too much, erm, and like I think it was a rounders lesson and I'd maybe tried to include to cover too much and like she was saying to me it doesn't matter if you don't cover all of that and it follows through to the next lesson because it's always going to feed through anyway. Erm, and like I think I used to sometimes think that right well I've planned this, I've got to get this done now. Erm, and it doesn't always go that way. You know you could have planned something and you do it with the kids and like they haven't got this at all so you might kind of have to carry on doing it and I think I used to have to get out of the whole well I've planned this and I want to do it. Why can't I just do this, why can't I do it, and I had to get out of that. Erm, but yes, and I mean I got a lot of ideas from the lads if I was doing some girls football stuff, how they delivered stuff to the lads and how I could get the girls engaged in it, and the lads would give me some ideas for like the drills and stuff that they had done.

N: Was it more about content as opposed to how you would teach?

K: Yes because I didn't really have any massive problems or concerns about how I stood in front of a class and delivered the lesson, it was maybe about well I want to teach them how to use the wings in football, how am I going to do that.

N: Yes, more content than sort of pedagogical teaching knowledge?

- K: Yes, yes.
- N: Yes okay that's great. So would it be fair to say that you had an outline provided by the head of department but you kind of filled the gaps in terms of your lessons?
- K: Yes, and with other individuals from the department.
- N: Right, okay. Did you bring any new ideas to that department?
- K: Oh, yes, I mean the gymnastics teacher I was speaking about earlier when he did the gym, he loves the fact that I've got quite a bit of gym experience so I started doing the lunchtime gym clubs with him, more on the kind of refinement of things so like when they were coming to do erm, the competition and like he was like oh they have to do a head stand and I can never get them to get their balance in the head stand, they always fall over. The little things like that where I could help them and like if you like your aesthetic things that.
- N: Technical knowledge.
- K: Yes, like the kind of tiny little things that maybe they don't think about but will make a difference to their performance quality.
- N: Is that important to you, that technical aspect?
- K: I think so, yes, erm, and I think someone being aware of how to do something technically is obviously going to help the outcome of their performance so in trampolining someone being aware of the techniques of a somersault, getting their hips high, where their head is positioned, seeing the bed to land and things like that, being aware of those technical features is obviously going to help the production of their end techniques and their end performance. I looked a lot of question and stuff, erm, when I was doing my training and I found when I first started I used to use a lot of closed questions but that became a big focus for me and looking at,

you know how I can ask more critically thinking questions and challenge them. So I did a bit of a variety of questions and took that to the Department and see what they thought and then I also did, which I actually really enjoyed doing, the school did a homework project, so they didn't have like say a PE timetable and homework from every subject, they only had homework from Maths, English and science on a regular basis and then the other subjects had each half term a project, so like in one half term they had a P.E project and I asked if I could be responsible for designing that project, so I designed that project with one other person from the department and brought it to the department to check it over and kind of we discussed with the department what we wanted to be included in it and then I went away with that person and we kind of put the project together. And that was great because obviously that got used like whole school, for all the pupils in the year group so that was really good. So yes.

N: Okay, let's move on, finally get to where you are at now. So could you describe the school you now teach in, this one?

K: I would say it's got a very similar catchment area to the other school, you know kind of not great background that the kids are coming from however obviously with this school we've also got the fact that people can get in on sporting attitude so you've got kids that come from West Brom or kind of like further out from round the local area. Erm, it's bigger than my previous school, it's got more pupils, it's got more staff. I still find now even after being here a year and a half I can still look around the staff room and not know people which I think makes me sound awful but I just genuinely kind of don't know everybody still. I actually found my first year here quite difficult.

N: Right, why was that?

K: I am not sure, I found kind of settling in quite hard and kind of adapting to different ways of doing things and I kind of just, I really just wanted to come in and do my job and I really wanted to impress people and

sometimes I found that the restrictions of things kind of stopped that and didn't allow that to happen and just like little things like here we have to stay in the changing rooms so when pupils are getting changed we have to be in the changing rooms. Whereas that then means that you have to bring the kids out, then you have to go and get your equipment with the kids, and I just think that takes up silly amounts of time and I know that might seem like a really kind of petty thing but just little things like that I used to just think why did that have to happen. And it's very much, and I think any school is probably like it but every school kind of has their ways and their routes and their kind of policies of doing things and I just think sometimes they are not allowed or they don't want to try different avenues. And that was quite hard because obviously coming fresh from training you've got ideas to bring and sometimes you feel a little bit like you can't bring them because every thing is already set up the way it's supposed to be.

N: Okay, that's interesting.

K: And I found that really hard because when we'd be discussing something, and I guess it is part of being a new member of staff and new to the department or school, like when things were being discussed I might have kind of sat there thinking well why don't they do this, but I was quite nervous about saying something because they already had their way and it felt very much like that was their way and that's the way it's always been and it's not going to change. So I found that quite hard.

N: How would you describe the P.E Department here?

K: Big.

N: Right, okay, so how many teachers are there in the department, do you know?

K: Oh I don't know, there's got to be about 14 I should think, including like PDMs and SSCO and Directors.



- N: What's the average age, what sort of age range do you deal with in the department?
- K: There's a few of us that are kind of twenties and then a few that are in their thirties, and then obviously Director of Sports is older, yes.
- N: Okay, what do you feel the department's main goals are here?
- K: Erm, improving standards, improving levels of participation, the kind of making P.E for all.
- N: What do you mean by standards, you said improving standards, standards of what?
- K: I think improving levels which is, I find it very level driven and very results driven which sometimes I struggle with because I don't always think that, well I suppose on paper it is the outcome that's important but I also think the journey that gets them there is really important.
- N: Right, okay.
- K: And I sometimes think that we forget that it doesn't matter how old they are or their age, here that means nothing because we have such a vast variety of pupils and abilities, you know the SEN that we get here is unbelievable compared to the SEN that I got in my previous school.
- N: There's more here?
- K: Much more. And much more vast and a huge variety of learning difficulties, visual impairments, we've got wheelchair users and all that kind of thing. And sometimes it bugs me that we get caught upon, well they are in year 8 and they should be at this stage, but it doesn't work that way. Erm, and even though we are trying to say well every child is a learner and every child matters so therefore we have to meet every child's needs, which I do believe we do but then we still can't kind of just say

but even though they are in Year 9 they should be getting this. But it doesn't work that way. I think that's something that I find quite difficult to accept. Erm, yes, as much as I believe the levels and the results are really important, I think the thing that's in between is much more valuable to not only to the pupils but to what they go on to do and I'd like to think the things that they learn and the journey that they take is going to help them to carry on, you know it's a piece of paper at the end of the day.

N: Absolutely, absolutely. Interestingly, had you got an official mentor, a line manager here?

K: Yes, last year for my NQT I had Mr Tapman who now is Head.

N: Not a P.E teacher though?

K: No.

N: Right, okay, is there a mentor within the P.E department?

K: I've got, mentor is my Head of dance, Nicky.

N: Right, okay, what's her influence, if any on your teaching?

K: She's great, she's kept me going at many points. Erm, yes I think last year when I had quite a tough time, erm, she, I mean she covers AST stuff as well, and I think as much as I kind of like, I am not the kind of person that needs a pat on the back to tell me what I am doing well, like I said earlier I like to know what I can do better all the time and because she is like AST and head of departments he's brilliant to watch and the things that she kind of comes out with, erm, has really helped me and I think from, not to sound rude but in my previous school the dance teacher there that I took over from, maybe wasn't what I would expect from a dance teacher and then coming here to see somebody that actually does inspire me as a dance teacher I found that really valuable. The way she

delivers things and her knowledge of dance is much much better, and I can actually feel like I can get ideas from someone and I've even shared ideas with her and she really appreciates that.

N: Right, is it content driven the kind of relationship you had with her or is it how to teach?

K: Erm, again a lot of content I would say but also erm, I mean my kind of, my Year 11 BTEC group are, erm, without sounding harsh are a very weak cohort.

N: This is for dance?

K: Yes.

N: Right.

K: Erm, yes, very weak cohort, there's been a few times that I've kind of said to her I know that this is what I've got to deliver and I know it but I just don't know how I am going to get them to understand it because even practically, they can know the movement but they still perform it like as though they are on death row kind of thing.

N: Right.

K: You know and she's kind of given me little strategies of just simple things of like filming it and getting them to look back at it, get them to write a few things down about what they see, covering the mirrors up is something that I've started to do a lot more, when they are in that space because they just stand in front of the mirror but don't take a lot of notice of what they are doing and then they end up getting rather confused when they've got no-one to follow any more, little things like that. But erm, yes, I mean my teaching strategies comes from watching, getting ideas and just trying out different things I guess and seeing part of the innovation this year which I applied for at the end of last year and that's

kind of like erm, well saying that we should be delivering outstanding lessons all the time. So I am part of that unit and at the minute doing a project on PLTS

N: Which is?

K: Personal Learning and Thinking Skills, looking at erm, basically looking at how it can be embedded in our enrichment programme because what we run on a Wednesday afternoon and we get a lot of coaches coming in. Erm, and I started to kind of notice that the behaviour of our pupils dropped on that Wednesday afternoon, erm, and I wasn't sure if it was because it was maybe less structured than a normal P.E lesson or if it was because it was coached that they maybe don't know so well and things like that, and I believe that coaching is a very different thing to teaching. Just looking at how I can embed PLTS and looking at an actual unit of structure into erm, their work on a Wednesday afternoon, and then the other thing to do with the innovation is I have to put on lessons each week where other members of staff can come and watch my lesson to get ideas of how to deliver things or how to teach different strategies.

N: Wow, okay, have you been given any specific objectives as a relatively newly qualified teacher?

K: Erm, when I kind of finished my NQT John Tapman suggested to me about going into the innovation unit and suggested that I maybe look at the AST, however that AST might be scrapped anyway so I don't know what will happen with that. Erm, the big push for me which is something that I've discussed with Nicky as a target was erm, SEN and GNT stuff. I find as much as like differentiation can be done throughout lessons I found the bridge particularly in dance because for Key Stage 3 we have them in form groups so there's a huge mixture of ability, whereas in P.E they are set in ability with dance, you can have, so I was trying to work out how best to differentiate things to meet the needs of all those different level kids in that group. And I do find that with the SENs there's that much to kind of think about and consider that I needed it to be a focus

point for me to make sure that I am still hitting those individuals with things that's going to push and develop them. For example at the minute I've got a bottom set Year 8 group with a lad that's a wheelchair user and we are on trampolining. And it's like well what do I do there, and its things like that, and you know I've discussed with the learning support people whether we can find any kind of way of using the hoist to get him on the trampoline so that he still gets that opportunity. Because at the minute he's going off and doing some physio but that means that he will never get to go on the trampoline and I would love to find a way of getting him to go on there. So things like that has been a bit of a focus for me I think.

N: Okay, can you describe the schools P.E curriculum to me?

K: We've got a curriculum map which tracks the whole year, erm, of what every group will cover and it is facility based. So throughout the year I might get football, to field, to gym and with that sports hall 2 might be suggested that I do [unclear] because it's a facility that could be based on that. Whereas gym it would be suggested that it'd be gymnastics because that's the facility so you might look at accurate replication, so the guidelines there for what facility you've got to what kind of activity you might deliver, erm, we've got obviously the scheme of work throughout the year what should be covered and what will get covered for Key Stage 3.

N: Is that just a broad outline?

K: Yes, regarding units of work so regarding what gets delivered, for example if you say I am in the Sports Hall 2 for six weeks when you come to watch me, regarding what I do in those six weeks is my choice.

N: Right, okay, so basically you get a scheme, a unit of work which says it's going to be outwitting opponents

K: And then I decide ...

- N: ... you decide basically, very similar to your previous school in that respect?
- K: Yes. Yes, I decide what I am going to deliver and make sure that's recorded in the planner so that obviously whoever picks them up next year will know what activities they have covered throughout the year and what concepts they have covered. But that theoretically should mean that they cover all the concepts throughout the year.
- N: Right, okay, that's great. So given the fact that you are deciding your content in your lessons and another teacher is deciding their content in another lesson do you feel perhaps there's a, is there a "department way" of delivering P.E and games or that isn't the case?
- K: Erm, no, because this is something we've discussed before and obviously everyone's take on how to deliver basketball or how to deliver badminton is always going to be different and always going to come down to, and I hate to say this, but people's professional judgement.. erm, but sometimes I do believe that we should have a unit of work of if you are in Sports hall 2 this is what we deliver. If you are in, on the field this is what you will deliver.
- N: But you are talking about content here aren't you?
- K: But, well yes, but obviously the way we are all going to deliver is always going to be different but sometimes should the content be the same, maybe, but then on another hand because they are ability set it can't always be the same, erm.. I think with regards to the way it's been delivered I just think that's always going to depend on the teacher.
- N: Right so you don't feel that how it's taught has any sort of similarity, everybody teaches PE games different.
- K: Erm, well I would imagine it's got some form of similarity, erm, but I still believe that people's take on things are sometimes very difficult.

N: That's fine.

K: And I am not saying whether that's a good or a bad thing. And sometimes I do think that we should maybe be a little more similar in the way we do things. I know that in, when we first have our Year 7's, in order to set them in groups we do like 5 weeks of kind of different lessons so one lesson about [unclear] so that we can kind of set them into their groups. At that point I believed that we should've delivered the same thing in the same way to all of them in order to make it a fair judgement on what groups they should have been in. that didn't happen but I believe that's the way it should have happened in order for it to be fair across the board.

N: Okay that's fine, that's interesting. Moving on in terms of influences, how do you feel the National Curriculum influences how you teach P.E and games?

K: Erm, it gives it guidance obviously and it gives it some sort of structure. Sometimes I think it's quite limiting and quite restrictive.

N: Why is that?

K: I just think sometimes you know you have got pupils that are either really talented and therefore you can kind of take them on other routes or take them in other directions and sometimes the curriculum doesn't allow you to do that and erm, I think particularly with GCSE for example, I know that, I mean I don't deliver GCSE P.E this year but I think it's maybe wider now but I know when I did GCSE P.E I couldn't use dance for my assessments and I couldn't use erm, oh what else did I want to do, I can't remember but I couldn't use stuff that to me is still classed as a sport and why can't I asses on it. So yes, I mean it gives it obviously some guidance to what we are expecting pupils to achieve and what we are expecting them to get and what we want to get out of them, erm, so for those reasons yes I think it is important. Obviously with GCSE and A level it sets their boundaries and sets the levels of what they have got to

achieve. And I think A level P.E, I mean I did A Level P.E and I think it's hard, I think it's hard work. But again I am not a big fan of BTEC.

N: No, okay, err, have you brought any new ideas to this department?

K: Erm, with my project I am looking a lot into that. Erm, there's things that I've done with Len that have been quite interesting. I have been doing the boys fruit cake stuff.

N: Can you explain what that is?

K: Like gymnastics but crazy gymnastics, like tumbling and somersaults that scare the life out of me sometimes, erm, so I brought a few ideas into that. Because Len has been doing it for quite a long time with them and Len was like you know, a lot of the pupils that come are disaffected boys, and some of the older year boys that maybe need to get put on the straight and narrow from time to time, so it's, they come and burn off a lot of energy if you like, erm, so I kind of went in with him and was kind of setting them a few new things to be doing, erm, I also did erm, in the marketplace which is just something we do to share practice around school, I delivered something with Bill about kinaesthetic learning, about ways to deliver things in a more kinaesthetic way in the classroom so that was something that we did with the department and then delivered it to, so me and Bill did that.

N: Yes that's fine. Yes, one question left, what do you feel are the necessary attributes of a successful P.E teacher? There's a can of worms?

K: Inspiring. Fun. Erm, a good leader, and I just, a personality, erm, of just making it enjoyable for kids. I agree that sport needs to have a certain competitive element but at the same time I wouldn't want pupils to not come to netball practice because they are worried about playing for the team and not winning. So you know just a fun quality, a responsible quality, a good leader, erm, and structured. To a certain extent I used to get told when I did my GTP that I plan too much, that erm, my lesson



plans used to be really detailed, erm, and I'd even do like little pictures on paint to show like where the person.. and she used to love it because she'd be able to know exactly what I was doing, erm, but sometimes and I think I am getting much better, if anything probably too much now, I need to not be bothered about things going wrong and not always going to the way I want them to. Erm, and I have probably found that more this year now that I have kind of got into the role of it more and I am not so stressed about so and so coming to watch me, I've got to get this done, I've got to make sure this is right, and kind of just trying different things and seeing if it works and if it doesn't then I go down a different route, and if it does then great. Erm, but I think as you are going through your training you kind of think like well I'll do that because I've done that lesson before and I know that it works. Do you know what I mean, rather than kind of trying something new to kind of get into that well I've done that because I know it happens, I'll do it again.

N: Yes. Okay, thank you very much. I've just got one last thing, is there anything else you want to tell me about your childhood, HE and your career in teaching P.E or games?

K: No I don't think so.

N: It's 11.22 and we have finished, thanks for your time.

[End of Initial Interview with Karen 75.33]

#### **Appendix 4: Stimulated-recall interview transcript (Bill)**

N: Okay, it's the 16<sup>th</sup> of February. I'm with Bill, head of department, to discuss a badminton lesson that was filmed on the 14<sup>th</sup> February with Year 7, period 2.

B: That's right, yeah.

N: The purpose, Bill, of this particular stimulated-recall interview is to examine your decision-making and thoughts in terms of what you did with this particular group, during that particular lesson. I have a number of questions that I'd like to ask you. If there's anything on the video that you feel that you want to comment on, please ask me to stop the video and we can discuss any critical incident or anything you feel is of relevance that you wish to discuss with myself. Let's start that again.

[watching video]

N: I'm just taking the video back to the start.

[watching video]

N: Bill, it's a regular occurrence with your lessons that when, or with this particular group, that when they come into the hall, you ask them to normally jog around the outside of the courts

B: I actually ask them to, to use the lines. Um, they, I'm trying to get them to, in fact, if I go back probably two or three lessons, I emphasised the facts that I didn't want them to go round the outside, I want them to, to use the inner lines as well. Familiarisation really with the court markings.

N: Right.

B: And sort of sidestepping and moving around to sort of replicate some of the, you know, some of the movement that's going to take place, um, you know, during the game situation basically.

N: Okay, okay, that's fine.

B: Just to contribute to the warm up.

N: That's almost answered my question, er, in that sense, in terms of what the purpose of it was.

[watching video]

N: This particular exercise where they start to play an imaginary shot and then move to an imaginary rally, do you consider this part of the warm up or do you consider it...?

B: Yeah. Well, basically I looked at it as being, you know, part of a warm up, um, running into, er, into the, you know, into, it's into a game actually, to get going, to be honest, but I wanted the two to blend together.

N: Okay.

B: Um, obviously, you know, as I said earlier, in terms of warm up activity and going through the range of movement. Didn't work quite as well as I wanted it to. Might have been asking a little bit too much of this group, um, simply because of their sort of academic ability and understanding what I was trying to get. I did it in groups of four and it's worked better. But thinking back, I may have done it with Year 8 and above, but you know, I've just got to give it a go to be honest. What I wanted them to do was as well as sort of move around the court and actually, you know, active stretching in a way, really, and mobilisation, but towards them starting thinking about the game, um, think about their own action, their own body position, which didn't go quite as what I expected because they

went back to, when I played the game with a shuttlecock, they were actually throwing, the technique was good and the body position was good and the arm action was good. Then I think I did it with Matthew, and I put a racquet in hand and he's suddenly opened up. As soon as he had the racquet, he tightened up his arm, his elbow. Um, and I was hoping that this might loosen them up. He didn't quite do it as well I wanted him to, but I shall go back to it again with him and probably, you know, work on it again a couple more times and just see, just see if he's starting to get the idea. But I also wanted to try and get them to look at their opponent to try and, rather than both going to the back of the court and play an imaginary shot, to actually be looking at what their opponent as doing, to try and read what they were doing.

N: Right.

B: You know, if they saw their opponent playing what they deemed to be an overhead clear, then they've got to go and move to the back of the court to clear this out.

N: So would it be fair to say that it had a skill focus, in the sense of playing, body position, moving your feet etcetera, but it also had a tactical focus?

B: Oh, it certainly had a tactical focus, as well, yeah.

N: In terms of reading where the opponent was and where you would put your imaginary shot.

B: Yeah. I mean, if you look at some of these, they are actually doing it as well.

N: Yes, they are.

B: Not all of them, um, and that's why, obviously, well, you can go back to it at any age, to be honest, but that's why we'll go back to it with them,

um, you know, to try and to get them to, you know, read their opponent's, opponent's movement.

[watching video]

N: You had three learning objectives, for the lesson.

B: Yeah.

N: Er, one was to start the rally with a good serve.

B: Yeah, what I tried to do with that, I tried to have it so that they were planning ahead to produce a winning shot and in effect, the rally was almost a sub-section. That's why I bracketed it. That's been, that's been an objective on its own prior, um, prior to this lesson. [interruption] And I wanted to sort of remind them of the need to start it, to start with a good serve, start the rally with a good serve but for them also to realise that, that was part of, you know, sort of planning ahead.

N: Right.

B: Um.

N: Why did you pick those objectives in this class, was my original question?

B: Well, I wanted, I wanted, um, in terms of the rally, I wanted them to go back thinking again about there's times when you've got to respond to what's happening, to what your opponent's doing. Okay, you can sort of try and dictate what they're doing in terms of the shot that we're playing but to get them to understand that there are times in the game when you can really, um, you can really plan ahead. That is the optimum time that you can actually plan ahead and have full control of what you are actually doing, providing you execute your shot properly. Um, everything else that comes after that, we might want to do a certain thing, but because it

comes more open ended, um, we're sort of, you know, responding to how our opponents, um, react, respond to our shot.

N: Okay.

B: Um, just basically in terms of where we're at on the record card, you know, going, working our way through the record card basically, um, and that's sort of the point that we're at.

N: A record card is, can you explain that just a little bit to me?

B: Um, recording process for this lesson, basically, self assessment and then I will obviously watch them, what's actually, clarify what they've actually done. Um, just, you know, AFL basically, you know, looking where we need to get them to, er, you know, to close the gap to get to the point that we want to. Ideally we want this group to be, you know, at the end of the development record card in relation to this activity area, by the end of, by the end of this unit.

N: Does it relate to the National Curriculum?

B: Yep. Yep, oh yes.

N: So the focus largely comes from the levels re the National Curriculum?

B: Yeah, that's right, yeah.

N: Right, okay. That's great, thank you.

B: Um, and then obviously we're pitching at the point that we think is appropriate for the group. In this case, there's one or two that I'm sort of going back to and that was a case, really, with the serve, I wanted to reiterate that that is the time when you can, you can actually fully plan ahead and there's other times when you can plan ahead, but it's not quite as set in stone as it when you're, you know, when you're serving.

N: Okay. That's fascinating. I'm going to come back to that issue about this particular group, very shortly, with one of the questions that I've got. With this particular group of kids, not relating it to other classes that you teach within the PE curriculum, are there any other sort of learning objectives that are always in the back of your mind that you might not express on the whiteboard or tell the kids, that are important for this particular class? Um, that may have nothing at all to do with National Curriculum levels or badminton or net games, but just, on a more general level?

B: Yeah, I mean, there are always those sort of, you know, organisational skills and independent, you know, learning skills. You know, team work is cooperating with other people. They're always in and, you know, in terms of, you know, your health and safety issues as well are always in there. We're fortunate that we've got two badminton groups together, so one lot of the, you know, the equipment is set up at the start of the lesson, so we save a bit of time and they still need to understand the set up and the putting away and the importance of that, cooperating. Operating, you know, in a safe environment as well. So we've got like a, you know, at the end of the lesson, um.

N: Okay. That's great. Thanks.

[watching video]

B: I tried to minimise the hand drop as well, you know, just so the kids don't sort of get complacent and just sit and [inaudible 12:51].

N: Yeah.

B: Um, you know, I try and target individuals.

N: When you're asking questions?

B: Yeah. Yeah. I mean, there are times when, you know, obviously the brighter, the keener kids will be itching for it, to give the answer, but sometimes, you know, it's appreciating their enthusiasm, but at the same time, making sure that everybody is thinking about what's happening basically.

N: Yeah.

B: And I think that's really probably going back to your last question. Just that thought process is what, er, something that we're trying to do all the time. You know, so the kids aren't just robots and spoon fed, that they're actually thinking about what they're doing. Why am I doing it?

[watching video]

B: See, he's got the idea here. He's a talented lad.

N: He was one of the more talent lads if I remember rightly.

B: Yeah. He thinks it through and he was actually holding that position. He collected the beanbag and he was looking to play it straight back, which is one of the things that I was looking to get them to do. The main thing I was trying to get them, I mean, I've got about, I don't expect it to be done in sort of, you know, parts of one or two lessons, but I'm trying to get them to perhaps catch, catching the bean bag, so it's just straight forward back hands.

N: So it's almost like a bounce off the hand, as it would off a racket.

B: As it comes in, they catch them.

N: Just as your playing that fine shot.

B: When I wrote the notes up for this lesson last night, er, that was the phrase I used.



N: Yeah, that's right, yeah. You don't get that in a racket. What you get is almost a bounce, on the back of the hand.

[watching video]

N: What was your, what was your thinking behind playing with the bean bags to start with, rather than the regular rackets and shuttles?

B: Um, one of the things with it, was something that's easy to throw and catch.

N: So their skill level was a deciding factor?

B: I took into consideration, the fact that, I mean, some of these were dropping the bean bag and I thought, well, you know, if I was to do it with a shuttle or with a racket and shuttle, you know, we've played games just with the shuttle, where the focus has been on, on, on, it doesn't matter how I collect it, just I've got it in mind that they go through the actual motion of, of playing overhead clear, for example.

N: Right.

B: Um, but I wanted this to be more interactive, to be sharper between the two players. Um, something easy to catch as I was saying. You know, you could do it with a tennis ball but balls are just going to be bobbling all over the place and with that catching, over the top of the shuttle, the bean bag, um, it's easy just to quickly, sort of, grab it, get hold of it and then flick it straight back and that's really the reason that I used the bean bags.

N: No, that's fine. I mean, I think it was developmentally appropriate for them because they could all do it.

B: Yeah.

N: That they could all play the game.

[watching video]

B: I tried to do that. At the end of the lesson, they could have two minutes on it and I didn't ask any questions about it. I just said, think about what, just think yourself about what you're doing. Don't share it with me, so it was, you know, it was like the thing with the um, the throw down, that one thing, in the end they got it. At the end of the lesson, that's something I'll come back to, just so they've got that continuity.

[watching video]

N: Other than sorting out that they released the bean bag appropriately, what was the, what was your thinking in terms of your feedback to your group? What were you trying to get across to them?

B: Um, one of the things was actually sort of playing the front foot.

N: Right.

B: Um, you know, the fact that it was played without that back spin and it's played on your front foot. This is where I said that, um, I ended up putting the throw down feet, I wanted to put them in earlier. I knew at that point I'd already missed it. Um, and I thought well, I'm not going to stop them now. I'm going to keep them going them going and you know, we'll let them see, see if they identify it, but in actual fact, looking at their body position, a lot of them, more than I actually thought, are actually taking up that correct position anyway, where they sort of, you know, the racket side, that foot is leading predominantly where they're going.

N: It had more of a skill aspect, than a tactical one, would that be a fair comment of this?

B: Yeah, I would say this has got more of a, just simply because of the fact that, um, the fact that, er, I think you are now getting to a point and I've put this, put this in the reflective journal that, um, we're getting that tactical, they've got quite a good tactical understanding for year 7, year 7 boys at this level, but we now need to do is actually be able to execute it a little better. Just dipping back into that side of things a little bit. They know where they want to put it, um, and it's just a case of, you know, starting to refine some technique a little bit more.

N: I remember you saying that, I think, in the last lesson I observed. They can understand that. It's pretty good but they need a little bit of help on execution.

B: Yeah.

[watching video]

B: This didn't work as well as I wanted to. It reminds me how important a demonstration is. I couldn't get underneath it to try and you know, I must have hit two or three with the frame.

N: I think you did.

B: I think the first one went ping.

N: You did.

[watching video]

N: So how has the game changed for you here? What's your emphasis here with this game?

B: The emphasis is just basically using, using, trying to keep the shuttle away from the middle of the court, basically.

- N: Right.
- B: The idea is with them being both on, um, operating at the [inaudible 24:11] and rotating, you can't create the space both sides in a half court game, anyway.
- N: It's very difficult.
- B: Yeah, so you've got it on one side, but then when they come to go round the other side, they actually, when they go the other side, it'll be on their right on side. So the, ideally there's a gap, go round the other side. They're always got the back and the front.
- N: I hadn't thought about that. I had never thought about that.
- B: Yeah. You're playing, so you're right on the play, you're looking to play it there. The space is there but you're not getting on the right hand side, but when you do swap, there is that.
- N: So again, there is an emphasis on obviously execution of skills and a variation on it, but there's also the element of depth.
- B: The tactical emphasis is there. It's dominant really and then it's just a case of..., I did actually, I think, in the end, I think I probably ended up confusing a little bit because it went away and they were looking at that, and then obviously I wanted to go in and start and ask them about, about how many shots that they were going to create to win the rally. So what it did do, it took the emphasis off the umpire. In the end, the umpire became the observer who was looking to see, to count the number of shots that the rally was won in, rather than actually officiating a game, but we'll come back to that. Yeah. Um, and the other thing that did that as well, was, um, some of the, some of the kids, you know, not as bright as some of the others, they, my second shot is just not [inaudible 26:06]. I was going to sort of have a, you know, blanket statement to them all, that okay, you just can't go over the shots and thought, well, no, if some

in the group can see that their second is the third shot of the rally then they are thinking outside their own area. So those that could, fine, if you want to refer to that as the third or the fifth shot, that's fine.

N: Yeah.

B: Those that were, don't quite understand the, um, concept of your opponent, they just simply, they just counted their own shots basically, and I let it run.

N: Yeah, you had to explain, I think, to a couple of kids.

[watching video]

B: It's a big group as well, though, so you've got a lot to get round, haven't you?

N: And you do.

[watching video]

N: That's interesting that there were three boys. There's another boy that you help out on the serve as well.

B: Yep.

N: In a minute or two's time, down this end. You've already helped two out with their serve or tried to help two boys out with their serve.

B: Yeah.

N: Can you explain to me why you didn't do any specific technical work on the serve, bearing in mind, one, it was one of your learning objectives in terms of starting a rally with a good serve and secondly, three of them needed help and potentially it would have also assisted with that principle

of getting the shuttle towards the back of the court, or the front, depending on which serve they played?

B: I think it's a case of getting them into the situation and assessing, you know, who was actually having difficulty.

N: Right.

B: From a technical point of view, I was, there was some mechanical movement there and just some identification. I was more concerned with getting them, getting them actually, um, actually active and just assessing it from there and just dipping back in again, until, you know, the majority were having success in, you know, getting the shuttle over.

N: Okay.

B: And I couldn't see the need at this point to actually go in to really break things down and slow things, slow things down and actually, you know, to be real picky about, you know, about how they were actually serving. You know, we commented on the fact that, sort of, that shorter lower serve or a higher longer serve, um, and I was satisfied that there was reasonable success for them to maintain the game situation. To be having, all I was concerned with really are we going to play it short or possibly wide, or are we going to try and play it longer and higher.

N: So am I right in summarising that, by suggesting therefore, that you'll use, you would do technique work if it prevented the tactical ability?

B: Yeah. Yeah.

N: That's a fair summary, is it?

B: Yeah.

N: But your emphasis clearly is on the tactical game orientated aspect of your lesson, and the skill, technique when you need it.

B: Yeah.

N: Okay, that's great. Thank you.

[watching video]

B: That was up in the air. I said, okay, when you look at it, I said I wanted. I knew I'd been speaking for long enough, er, I needed to get them going and give it a go. That's how it is basically and I'll do things as I go around, obviously like I'm doing there.

N: Yeah.

[watching video]

B: Just trying this now, just trying to get him to, not getting, just not putting them that way, basically. Oliver wide of this shot, really.

N: I think the point you started to make with a number of them was, if you're going to win it on the fifth stroke of the rally, what are you doing on the fourth one?

B: Yeah, yeah.

N: That was the issue. And that related back to your learning objective.

B: Yeah, yeah.

[watching video]

N: This boy does understand what he's trying to do.

B: Yeah.

N: He does, even though in that example, he didn't, he does understand what to do. It's just his practical ability.

B: Um, yeah, he's got quite a good serve against Paul, and so he does appreciate, sort of, net games basically, especially net games. He thinks, he thinks about it. You can see him thinking when you look at him actually.

N: Yeah.

B: Um, he's one of those kids where, you know, his cogs are visual, aren't they, really?

N: Almost, yeah. Almost, yeah.

N: I think on the field notes for this particular group, you've spent over two minutes with them?

B: I think I did, yeah. I spent quite a lot of time actually trying to, um, draw a response from them, basically. But you know, I looked round the room, and the others, I was happy that what I'd done on in terms of getting to that point. I looked round the room and they need playing time now and so it meant that I could afford the time with them.

[watching video]

N: Can I ask you a question about the way you question the kids? You brought it up earlier. You talk about when you tend to question the class, when you're doing it to the whole class, or if you're doing it individually with kids or pairs, you tend to, er, either ask for hands and often you'll ask a kid who put his hand up. On occasions, you'll go to a child that hasn't put their hand up, obviously to include them. Why do you do that



approach where you expect the question and the answer to come pretty much immediately?

B: Um, some of the questions are based on, based on sort of prior learning and what we've done, what we've done previously or based on a question that I've asked them, asked them before and then we're picking it back up.

N: Okay.

B: You know, just to sort of, I suppose, keep them on their toes as well a little bit.

N: Right.

B: But um, and some of that as well, it's from that, getting that feedback in terms of what they're thinking at the time, what different pupils are thinking at the time in terms of what we're going to do, what we're going to next, basically or, or, the avenue that, you know, that we're going to take, but wherever possible, I try and sort of plonk another question, um, before. It might be a quick feedback to see what they know at that time and then we go away and then we come back and it's a case of well, having had a think about it in that duration and now they've come back together, you know, a fuller answer basically.

N: Okay.

[watching video]

N: Is there a reason when you're questioning where as a general rule, you don't allow them to discuss possible, possible answers with partners or opponents, for a short period of time and then come back to you?

B: Um, actually, I don't know on this occasion because a lot of stuff that I do, generally, um, I do, you know, think pair share sort of things but,

probably, it may be the fact that if you're looking to outwit somebody else, um, you're not sort of sharing your ideas. That may be. I don't know actually. I'm not quite sure. But what I do, I do tend to bring them both together and there are times when I'm targeting one but then I just dip into the other one and say, so, it is coming from sort of a, from both directions. Yeah, you're right, looking at that way. They are sharing.

N: I mean, there's possibility that you could bring these two together on the same side.

B: Yes. I suppose you could, yeah, yeah.

[watching video]

N: So how would you describe this group in terms of their abilities, kind of in three areas? Practically, socially together, and with you and their thinking skills. How would you summarise them?

B: Um, that's difficult because they're all individuals.

N: Yeah.

B: Er, I think practically on a whole, they aren't, they're classed as a middle set, um, group, year 7 group. I think that there is certainly, if the bottom set wasn't as loaded as it is, there is certainly a handful who would traditionally be working with the bottom set.

N: Right. So practical ability wise, you think there's a little bit of a tale of weaker performances?

B: Yeah, definite. Yep, um. I did try before, at some point, you know, there were six pupils on school action plus, um.

N: Can you tell us what school action plus is?

B: Well, it varies for the individual. Um, you know, some of it is, um, speech language communication difficulties, um, you know, moderate learning difficulties.

N: So these are special educational needs children?

B: Yeah, sorry, yeah, yeah.

N: Is that the phrase that most people would understand?

B: Um, you've got there major needs, moderate learning difficulties, behavioural, emotional, social. So, you know, there's a range there, which obviously impacts on, you know, on um, sort of thinking skills and I think socially, I think that they interact quite well.

N: Yeah.

B: Um, they interact quite well within their self, they interact well with each other. I think it's still something that needs developing, um, and I think there's one or two in there that could, if given the opportunity, you know, would possibly, um, start and introduce more silliness in the behaviour. There's certainly one or two in there that you've sort of got to keep on the ball with as it is anyway.

N: Yeah.

B: And then there are a few, there are a few in there that have got a good tactical understanding of the game, reasonable, um, you know, technical ability and er, are in a position where they might be thinking, well, we're looking to sort of elevate ourselves to a higher group. Um, but er, in terms of grouping and it's more or less setting together themselves, they are actually, they aren't, um, how often groups to do, you tend to get the better players all stick together or the brighter kids all stick together. I think these are quite intermittent, so it saves me actually having to sort of

move somebody from there to there, because within their group of six, I would say every group of six has got quite a good range.

N: Yeah.

B: And it means that I don't have to go in and actually make too many adjustments, in terms of, you know, how I want the groups to be set. They've formed together quite nicely actually.

N: So how does, I mean, you've spoken about the national curriculum having an influence on what you put in front of them as a teacher. How does those, er, practical ability, their social and cognitive, how does that effect what you put in front of them?

B: Um, you know, for example, I might minimise, you know, the amount of explanation that goes into what we're doing. Um, probably try and get them to get into the game situation as quickly as we can, so that they're actually experiencing what they're actually doing. That rotation in the group there means that they're not just focused on one or two of the players. And so they're getting to see other players, you know, better players, within the group as well. And um, you know, as I said, some of the, I wouldn't call them drills, but some of the, you know, modified games that I've done with them, you know, you take into consideration how effective you think they're going to be at it really. Um, you know, there's no point in giving them a task to do that's going to have significant negative impact, in terms of, you know, how well they can do it. I'm looking for success and sort of then trying to build up from that, rather than having, you know, we looked at the serving earlier and er, Liam did struggle. He was, he was getting more and more in, but at the same time, he did struggle. But he's probably the only one by the end of the lesson that was still having, having some issues with it.

[watching video]

N: I think it's fair to say that you're very games centred in your teaching.

B: Yeah, and I think with a group like this, I think you've got to be as well. Um, you know, if you've got probably a bottom set, where it's a small group and you've got real technical difficulties, you could get, if the games just not happening because of technical limitation and you've got to do something about it otherwise, it's just..., I remember a PE teacher saying to me, when I first started at school, um, he come at us with traditional rugby, to year 7, or first year boys as it was then, and saying, if they're equal when you're playing football, the game can still carry on. The ball will just carry on rolling, but with rugby, if you can't catch it, the ball is dead. You know, it's probably all over the place and it just becomes a fight basically. It's true, you know, as much as you want to put things into ability, you've got a baseline of technical ability that's got to be.

N: And you obviously feel with this group, that baseline is there. They can play the game.

B: Yeah.

N: They can play the game.

B: Yep.

N: And so your emphasis, I think, correct me if I'm wrong, is very much about the tactical understanding of playing the game?

B: Yep. I think I said it a couple of weeks ago, didn't I? That the technique will come as you go along with it, basically.

[watching video]

B: I wanted to do this a bit earlier, but in actual fact, in some respects, it worked out on the fact that I could send them away with something to think about.

N: Yeah, yeah.

B: They sort of feed into it or feed from it.

N: Yeah.

B: Obviously earlier in the unit, they would need to be sort of stand alone.  
Well, not really stand alone but...

Bill was called away early due to a problem in the PE department.

[End of Stimulated-recall Interview with Bill 50:07]

## **Appendix 5: Final interview transcript (Simon)**

N: Okay, it's Monday 15<sup>th</sup> of March, 2011. My name's Nick O'Leary. I'm sitting in the conference room with Simon and we're about to undertake the final interview, with regards to Simon's use of TGfU. Simon, the purpose of the interview is to look at a number of issues, one, games generally. Two, how you use the teaching games for understanding model, influences on your use of that model and possible improvements you feel you could make with regards to the use of the model. Can I remind you, as with the initial interview, the confidentiality aspect. Nobody will be, made aware of any of the information that you provide, er, except myself and two supervisors. You do not have to answer any questions you feel are inappropriate or, questions that you feel you just cannot answer. The length of the interview I would estimate to be between one hour and one hour 15. Are there any questions you want to ask me before we begin?

S: No.

N: Good, okay. First question then, what do you think the purpose of teaching games is within a PE programme?

S: [laughs] Um, the purpose of teaching games in a PE programme? It's a very simple question but I'm not actually sure of the answer. What is the purpose of teaching games in PE? Well, it's to develop their understanding of the reasons they're trying to do something, the reasons behind, particularly as a performer, they try and apply to a tactic, how they outwit their opponents.

N: Okay.

S: To increase their understanding of why they're trying to do it, because sometimes kids will play football, for example, or badminton or rugby, whatever it might be and they'll do something but they won't actually be aware of why they've done it.

- N: Right.
- S: I think it's sometimes really important to make them aware of the reasons as to why they've done it so they can replicate it across different, different activity areas.
- N: Okay, thank you. What do you think for you are the necessary attributes of a successful games teacher?
- S: Um. I think have a passion, have a passion for PE and you enjoy being enthused by being there, look forward to being there, um. I think having a knowledge of a variety of games as well, in terms of how the sports, how the skills in certain sports translate, transfer between, I'd say even, even like to net racquets, to invasion games, to stroke and fielding games, it's all trying to outwit your opponent. I think an overall knowledge, leading then a specific knowledge to individual sports can help.
- N: You've done that, I think, in some of the lessons where I've seen you talk about football and then you've come back to net games.
- S: I think particularly, you sort of mentioned the football, a lot of lads will play football. So if you can break it down into language that they understand, if you like. Someone might be, hah, oh yeah, that's true.
- N: Okay, now, we're aware that you're encouraged to use TGfU here, and I think the national curriculum has obviously moved that on as well with the outwitting opponents aspect. Can you tell me how you previously taught games? Was it dramatically different or?
- S: I think when I was training, um, a lot of my grammar school, a lot of the emphasis for games was on generating teams, A, B, C, D and E teams. It's a lot more on working as a team, rather than, and being effective as a team, or being effective as individuals rather than the understanding as to why they were doing it or the impact upon, if they tried to create a situation in rugby, how do we do it. More along the lines of are we able



to do it, rather than the thinking behind why we do it, why is it important to do it.

N: Would it be fair to say, and without putting words in your mouth, there was more an emphasis on how to do the skills rather than necessarily when and where? Is that fair or is that too simplistic?

S: Um, I think it's quite simplistic, but I think there's an element of truth in it. Okay, well, how do we perform the skills, not the reasons as to why or when or at what point during the game.

N: I mean, your lessons that I've observed, were very much, you'd open with a game more often than not.

S: Yeah.

N: And then you might do a little bit of technique work, then you go back to a game and/or modify it.

S: Yeah.

N: What was the structure of the lesson you used to use or was it similar?

S: Um, well, when I trained, it was definitely a three part one, if you like stretching, verbalisation and then obviously the skill, skill specific task and then looking at the skill development in its simplest form, progression and then I can apply into finishing and then into a fully competitive situation.

N: Very much.

S: That was definitely how I was trained to teach.

N: Yeah. Okay, that's great. So how would you briefly summarise your use of the model? If somebody was to come into your lesson and say, what does your games lesson look like and I said, right, you've got 30 seconds

to explain to an alien what your games lesson looked like? What would you say to the alien?

S: I feel I've got to repeat myself a lot to you.

N: That's not a problem.

S: But the kids being active.

N: Yeah.

S: Obviously reflecting on things throughout the unit, about talking to yourself and talking to other people. I've never really played sport at a high level, but I could sit there and I could watch sports all day. As I've grown older, I've become more interested into reason as to why people do things, um, why they do that or the importance of that or where they've learned that. I think maybe that's where my approach of the games for understanding has come from. So even if the kids can't do something, at least they understand what they're trying to do, which I think is important to them. They can still achieve some success in the sport and in terms of sat round having a beer with their mates when they're a bit older, looking a bit further ahead, they understand what's going on. They might not necessarily be able to do it but at least they'll know what they want to do.

N: We can all appreciate that.

S: Yes.

N: I watch Barcelona and realise I can't do that, but I have some understanding of what they're trying to do.

S: Yeah.

N: Okay. Something new. I mean, you've just made a point about repeating yourself. Don't worry about that because some of the questions will go over stuff that we've talked about or have come across before and I'm just looking for a confirmation of your views. So that's nothing to worry about. Something a little bit new that we haven't really brought up at all is how and what do you assess when teaching the model?

S: I try and stand back when I initially set a task because what they used to do when I was training, they used to set a task and then go straight in, whereas something I've learned, step back, try and take in the whole picture. See what's going on around the room. See what's going on amongst all the pupils and then observe what's going on. So in terms of are they trying to do the right things and are they able to do the right things?

N: Right.

S: And ideally I think, people at the top end of the group will generally be able to do the two. They'll be able to do the right things and apply them, whereas pupils, probably pupils in the bottom end, people in the middle end, I should say, are unable to do it but kind of understand what they are trying to do and then I think you get a small cohort at the bottom end of the group, that are still very, in terms of badminton, are still very tippy tappy. They might be able to recite what you say to them. They might be able to recite what you say to them. In terms of developing more understanding than that, I think, very little observation.

N: Okay. Summarising then, you're kind of looking at how they can perform the skills but you're also looking at when and where, i.e. the more practical side.

S: Yeah.

N: Okay, that's great. I'm aware that you're encouraged to some extent to use this model/understanding approach at this particular school. How

have you learned to use the model? Where has the influence come from? Who have you seen? What have you observed that's allowed you to pick up how to use this approach?

S: I just think observing other teachers, picking up, formally and informally watching other people, like Len, he shows how the kids on a skateboard, how the kids on a skateboard learn to skateboard. They learn by falling off. They learn by practising. They learn by going down the park with their mates. Nobody ever sits them down to teach them, these are your three coaching points. Put your right foot at the side of the skateboard, sort of thing, balance, centre of gravity. Nobody every does that, they learn by falling off and through play if you like. I don't really like the word play. Um, but through experiencing it, they can. Tell me and involve me and show me, so I think it's getting the kids involved and being able to go through the process themselves, making them aware as they go through the process. Okay, there's a game of badminton, let's go and play for 12 weeks, making them aware at certain points of what we're trying to do.

N: You mentioned a teacher, just a minute ago. Has he been the major influence on you in terms of delivery and use of this model? And if so, in what way?

S: Um, I think I would say, just from observing, he was unpassionate sometimes and yet, just talking about his philosophies, but also as I'm getting more experienced as a teacher, developing the confidence in what my beliefs are about PE. And I like to think I'm quite good at taking other people's ideas on board. I'm quite open minded and I like to listen to other people's. I think, I love watching other people teach. I find it fascinating. I find it one of the best ways to learn. I think it's the best way to learn, to be honest. Watching good things and things that you don't necessarily think they're so good. Um, so yeah, and developing confidence in my beliefs about what PE should be and how PE should be delivered. Everything else is an action on those. If you like, having the courage of your convictions to be able to sit with your colleagues and

say, well, actually I can understand what you're saying, but I don't believe that's what we should be doing. I think as I'm becoming more experiences, I feel more confident in being able to do that.

N: Okay, that's great. Different classes, different kids, different abilities, how does that influence how you teach games and use this kind of understanding approach?

S: Um.

N: Because I've only seen you use the one, I've only seen you with the one class. I'm interested to know, you know, what influences age, for example, ability or social skills, how that has an influence on how you use the model.

S: Well, particularly the year 7, I couldn't use too many aspects of the model. The first part of the year because they didn't have the skills in order to be able to play the game. So the very, I always like to do the game round the courts. I sort of said, [inaudible 12:23], well, I couldn't do that to the point then which I did it, because if I would have done it the first lesson, the kids wouldn't have been able to carry on with the rally, so it wouldn't have worked. So it would have fell flat. So I feel the kids' ability and the kids' skill level has a lot to do with it. Um, it depends on whether I've taught them before or not and obviously, generally, the older the kids, I think the more they're able to demonstrate the skills, maybe not the understanding, whereas I think lower down the school they still need to develop their skills and their understanding. I like to find a way to enthuse the kids. Obviously with the older kids, it's again, getting them active, getting them involved.

N: What successes do you think they've had employing the model, here, at this school?

S: Um, I think, I have a belief that the large majority of misbehaviour is down to kids being bored and unchallenged. Even the most difficult kids

in the school, if you gave them a five-a-side football in the sports hall at dinner time, they'd be happy as Larry. When I, I take, I took some of the most difficult kids last year down to organise a primary school tournament and they were first class. When you have them in a lesson, when they become disengaged, when they start messing around, it's because they're bored and I think trying to keep kids as active as possible is a great way to minimise disruption. So I think the fact that in the large majority of my lessons, I don't have many behavioural issues, or many major ones, anyway, it's because generally, they're engaged in what they're doing.

N: I would support that and potentially I think you hit the nail on the head by suggesting that you know, the five-a-side game, and the majority of your lessons are game-centred. They are playing a game of some sort or other.

S: Small sided games, as well. Even if I'm doing games outside, whether it be invasion games, generally, or even if I'm doing striking and fielding, I always try and get in at least three sides of striking and fielding, rather than having two because then you have big numbers fielding and big numbers waiting to bat. You can try and incorporate three, three teams.

N: What do you think the kids learn using this model? What do you hope the kids are going to learn?

S: I think through their own, through their own experiences, and through getting feedback, well, feedback from each other, if not from themselves well. Sometimes they don't realise they're giving themselves feedback in terms of well, they've executed the shot and it's gone well and therefore they cheer, which I love to see. They're starting to think then about what they've done, they've been successful here. What was the question again mate?

N: What do you think the children or pupils get out of using of the use of, of you using this model?

S: Like I said, I think they're able to experience things through it for themselves, rather than me telling them this is what's going to happen, I try and create opportunities for them to experience it for themselves, and then point out to them at different times, you've just done that. Kids often learn things but don't realise they've learned things. It isn't until you've pointed it out to them and given them some feedback, they're like, oh, yeah, I have. I tried to do that or okay, not been able to do it, but it's the right idea of what you've done.

N: Okay, that's great. Do you have any issues, difficulties implementing the model?

S: I wouldn't say so. Obviously, we don't say, this is the direction in which we teach, this is like what we do, but there's aspects of it. Probably through doing this, I'm more aware, there's more of it in my teaching than I was probably actually aware of six weeks ago, other than issues than that chat that you had to start, what you've seen, and I think that's probably a true statement. I just think it's, again, obviously I think myself, but if you get kids active and enjoying PE, and enjoying learning, and I don't mean by give kids a football and they're going to be active for the next year. I don't mean that at all and I think sometimes people think I'm saying, oh, the kids are active, so that's good. I don't mean that at all but they're active in their learning.

N: Yes.

S: And they're enjoying it.

N: Okay. You've mentioned the fact that you want kids to be physically active and the games for understanding model does that.

S: Yeah.

N: Clearly you want kids to understand why they're doing things and when they should do them, i.e. the kind of tactical side of things, so there's a

cognitive side. Er, is there any school or departmental policies that encourage that way of teaching physical education and encouraging those learning outcomes?

S: I think in terms of the way we design our own route through and the record cards, although we have record cards that are common place, across departments, the outcomes that are out there, how we get to those outcomes is up to us based on the needs of our group. So we write individual route through for our individual groups, based on where we want to take them. But the end is generally similar, but how we get there is up to ourselves.

N: The comments that are in the boxes for the various levels, where do they come from?

S: I think Les put them together a few years ago. They're a bit out of date, actually, aren't they, some of them. They could do with revamping a bit. It's a nice basis. I think it's a nice idea.

N: Well, the interesting thing about them is there's a mixture of how to do things, by skill and there's also a tactical undercurrent running through them as well, which makes it easy, I think, for teachers to be able to put them on the white board and you can immediately see, oh, right, they were doing this skill, but we're going to understand where and when we should do it.

S: I think there's obviously got to be like progression through them, in terms of like the levels go up. And it allows us, you've probably noticed yourself, but throughout the units, we started at one end of their record cards and slowly started increasing it bit by bit and then finish at the top of it.

N: Yeah. That's interesting. Um, how does the teaching environment influence the use of the model? To give you some examples, for



example, facilities, equipment, and the number of pupils, how does that potentially influence how you teach games?

S: I think it's a definite help in terms of this unit. The fact that I could have all the kids active in singles, true, we'd have had a slightly bigger class, obviously then I have to adapt slightly what I'm doing to again keep kids active during the class. So I think obviously with numbers.

N: Yeah.

S: But also like we have a middle set, sorry, we keep assessing their ability, but even so, even in that middle set that I had, you watched us, obviously we had David, the young Chinese, I had at the top end. Then you had a couple at the bottom, there's still quite a wide range of ability, even within that class. Um, obviously things like the nets being out, it depends what's in there before, depends how I start my lesson. If I've got to get the nets out, that impacts it. Is there anything else?

N: No, not necessarily. What about the national curriculum? How do you think that influences?

S: I think this thing about outwitting opponents now is a good thing so we can start comparing and contrasting transferable skills between different activity areas, particularly between like table tennis and er, badminton, in terms of what comes under net racquets. But equally wider than that, in terms of all types of games, in terms of net racquet and invasion, strike and fielding, the principle of outwitting your opponent is the same, um, in all of them. There's some similarities and obviously some differences, but the thought processes are similar, so I think the fact that we've got an outwitting opponents and we allowed to teach outwitting opponents is not, you're teaching football, you're teaching rugby, you're teaching basketball, you're teaching so and so. It allows us a bit more flexibility and a bit more freedom.

- N: Yeah. I'm going to ask you a number of questions now, relating to what's influenced what you've done and who's influenced you and it could well be that you may just give me an answer of it's Fred, it was at university. It was a university course. It was when I was a school kid, it was a teacher here. The vast majority of your games lessons are game-centred. The game is kind of central to the lesson. Where's that come from?
- S: The honest answer is I don't know. Apart from the fact I can see my own belief about PE is being active, I think that's the big one, kids are active in their learning. If they're actively engaged in the lesson, not many kids sat around. I think that's the big thing.
- N: They've got to be active.
- S: I don't know. This big thing about things being, it's like seeing kids sat down in PE lessons. Um, I don't know. To be honest with you, I don't know where it's come from. I'm sure I didn't have it, I don't think I had it 12 months ago. Again, I don't know if it's coming back, I'm becoming more confident in the way I'm doing things.
- N: But it's interesting that you said prior to coming here, you used to teach using the technical model, which was warm up, some skill practice, they need practice and then they're going. Now, suddenly your lessons are very games centred. Something's obviously happened.
- S: It's probably just watching other teachers as well as what's going on.
- N: Here again.
- S: Yeah, here again.
- N: Yeah.

- S: But again, there's a wide variety of teaching in the department here. But again, if you go around most lessons, the kids are active. The kids are doing. The kids are active in their learning. The kids aren't being told, this is what you're, not what you're going to learn, but if you'll be involved in what they're doing. I think actually upon reflection, when you walk around, looking outside now, um, kids are always doing.
- N: Yeah. Kids will be playing games more than doing technical.
- S: Yeah.
- N: Yeah. Although there's a little bit of technique work in your lessons as well. How would you describe your approach to question and answering with the kids?
- S: I try, well, I try to use different ways in terms of sometimes I ask kids to put their hands up.
- N: Yeah.
- S: Depending the kids who put their hand up will know the answer. Sometimes I try and use targeted questioning or at other times I try and use um, give them some time to think about it and then come back, and then come back with an answer. I'm always conscious of putting a kid on the spot. Nobody likes, nobody likes to be put on the spot, and the pressure, the pressure comes and everybody starts looking at them. So if I do ask a pupil a question, I try and, try, if they struggle with it, try and word the question a different way to try and help them or give them a clue, or then say something. Very often, I'll try as much as I can not to use the word no. If I've asked a question and they give me an answer, even if it's absolutely left field, got nothing to do with it, I don't like to say the word no. I say, oh, can you help so and so out. Do you want to add anything to his answer or do you want to change anything. I never say, if that kid's confident, they become chatty. Do you know what I mean? So I try very often not to use the word no when I give answers.

- N: You've three examples there where you've asked for the kids to put their hand up, you ask a kid specifically and then on occasions, you'll give kids an opportunity to have a little bit of a discussion about the answers. And where have those influences come from?
- S: Um, I think it's down to target pressure. The feedback that you get given, if you don't ask some of their kids, who love to put their hands up, even if they know the answer or not, as soon as you ask the question, one kid will always put his hand up, whereas some of the quieter kids, just because they don't feel confident, it doesn't mean they don't know it. And obviously I've got to try and assess the ability of the whole class.
- N: But where did you learn to use that approach? Is that...?
- S: I was probably told it when I was training, targeted questions.
- N: Right.
- S: But in terms of giving kids thinking time, that's come from, that's come from being here and just seeing PE and observing good practice and it's not putting kids on the spot. If I was going to come up with an answer for a question, without thinking time, the quality of answer would probably be better than if they did have thinking time.
- N: No, that's fine. That's fine. Not a problem with that.
- S: Er, just another question, just try and put them at high level. So if they give an answer, try and ask them why they've given an answer. So I always think...
- N: Good, okay. Um, your games lessons often have a competitive focus to them, either trying to beat an opponent, for example, or trying to beat a personal best score. Where's that focus originated from? Where do you think that's come from? Not why you do it, I'd like to know where that focus has come from?

S: Where's it come from? To be honest with you, I'm not sure. I know the reason, I know the reason why I do it, but where's it come from? Just my experience of using it, I suppose, kids being engaged by it. Kids love, I sort of imagine the question to why, not where it's come from a little bit here, but kids love playing against their mates. Kids love trying to beat their mate, whether it be one on one, two on two. They love that competitive element and it gets them focused on what they're doing.

N: Right.

S: And I've used it and I've found it really successful. Whether it be a one on one race for me and you to here, to that bin and back, they love it. Or whether it be in a game or whether it be anything, even in a classroom lesson, give them a task or whatever. Competition, kids love competition, um, and I think I've just had success in terms of kids being enthused by it and engaged by that approach.

N: No, that's fine, that's fine. You often ask the kids or the pupils what they did in their last or previous lesson. It's a recurring thing, what did they do last week or last lesson or whatever. Er, what's encouraged you to adopt that approach?

S: Um, to remind me what we did. [laughs]

N: [laughs]

S: So I can start thinking, it's been a long five days, or it's a long weekend, on Friday or the Monday. Why do I ask what they did last lesson? Um, I think it's just because, just to remind them actually what we did.

N: Right.

S: Um, so there's some continuity in terms of what we did last lesson and where we're going to, trying to give them, even though we're looking at a smaller picture, trying to give them a bigger picture. Something I don't

do enough, I don't think is tell them what we're going to do next. I focus on the smaller picture too much. I think sometimes I should try and give them the bigger picture. And assess what they've remembered. I think it is the big one. I like to know, so, and also with the games, at the start of the lesson similar to that, is I can see if they're applying what we've learned. A lot of the kids a lot of the time, even the weaker kids, they just decide what you've told them. You give them three coaching points. They've got, in trampolining, yes, what do we need to improve on? Kids will just say [inaudible 28:32] extension. They won't know what extension means but they hear you say it that much and they recite it. So then in the initial game, at the start of the lesson, I've asked them and now I can assess if they applied it. So a little bit of assessment at the start of the lesson.

N: Okay. You modify the games the kids play and I'll give you two examples, with the size of the court, where they've gone long and thin rather than the full court, er, or you change the equipment. They're just two examples of some that you've used. Why do you adopt a modifying approach with the kids?

S: In terms of modifying the equipment, I just think it's a case of sometimes, I've found that when they were using the proper equipment, in terms of a racket and an ordinary shuttle, they wasn't achieving any success at all.

N: Right.

S: When we looked at the same action, with a different piece of equipment and then we went back to the original equipment again, their performance, or something clicked in their mind about what they needed to do. In terms of the swinging action when we looked at like the high serve, that action then goes from here to there. When we were doing the racquet, they couldn't get anywhere near it. As soon I told them to start swinging that big shuttlecock, it was going and when they went back into the game it was much better. Um, in terms of the use of the court, this is one of the focuses of outwitting the opponent, just using the depth of the shuttlecock, front and back and also the constraints of the group, of

course. If it's a smaller group, I've had activity on a court, then I modify slightly differently.

N: Yeah, you might have looked at...

S: Um, so yeah, so equipment just to improve their skill level.

N: So where did you learn to modify games? Where's the background for that?

S: I think again, just looking at the range of equipment we've got and also talking to the members of staff about what they've done. Just having formal, informal discussion with colleagues, oh, I've done that or just overhearing conversations, oh, we used that and that worked really well or why don't you try that and then give it ago. Nothing ventured, nothing gained.

N: No, okay. One of the problems with teaching games for understanding is the balance of technique work or skill based work and tactical based games as it were. What influences your balance of those two things?

S: I think the ability of the kids.

N: Right, go ahead. Can you elaborate on that?

S: So in terms of I couldn't have started the unit with a game, because the kids couldn't, they were struggling over a net to hold a cooperative rally. At the end of the first lesson, I think a lot of them would have struggled to have got to more than five or six in a cooperative rally. So obviously there needed to be some skill development to start off the unit. So obviously as the unit increased, er, by the time we went through the unit, I always have a belief as well, as the unit goes on, it should become more pupil lead. More teacher lead at the start and then more pupil lead as their knowledge increases. Um, so I think, yeah, I think that's one.

N: That's fine, okay. Even within what is a set group, you set within that group and you've mentioned the point that you had some kids that were very good at one end, and kids that aren't so good at the other. Why do you set them into ability groups?

S: Um, it allows me, it's one of the tasks I do, where I do get them sat down and right, you need your thinking skills. Even then I got them working in similar ability groups, because then it's easier for me to go and provide feedback to a collective group, to a smaller group of people and also, they're working with people of similar at the top end and I think they're pushing on the people at the top end, because they're playing against them and people of similar ability. It allows me to give more feedback to the pupil at the bottom end of the ladder, if you like. Um, to focus my attentions there. I sometimes do try and do is get the better kids doing work with the weaker kids as well. In badminton, when they're looking at technique and skill development, the feed's not very good. They can't practice the skill which is obviously a constraint. Yeah, it's just easier for me to assess them. I think it challenges the kids a bit better and no kids want to stand there and lose every game.

N: No, absolutely not.

S: And genuinely, year 7, year 7 not so much because they're that well behaved, they'll go and work with anybody. But I know kids get older, getting their friendship groups or kids of similar ability. You never get that. If you're in a friendship group, you never get those extremes of ability, generally I don't find anyway.

N: Okay, that's fine. We're coming towards the end of the interview. I want to go back just briefly to some of your childhood experiences. Do you think there's any aspects of your own PE teachers when you were a kid, that influenced how you currently teach games, in any way, shape or form?



S: Not had any much influence on how I necessarily teach games, but they might have been an influence on how I am with the kids.

N: Please elaborate.

S: In terms of I was lucky for my PE teachers. I suppose used them as role models, I suppose, when I look back now and enjoyed being in their company. I remember I had one PE teacher and he'd always be cracking jokes and things.

N: Right.

S: Um, and again, as I'm becoming more confident in my ability, I'm becoming more relaxed, um, with the kids. Particularly that year 7 class, there's no real need for any, there's no discipline issues with them at all, so I can be far, I can be far more relaxed. Um, so yeah, there's not really any challenging kids in there.

N: So your influence, primarily, you feel, from your own PE teachers, is one more of personality and relationship rather than how to teach?

S: Oh, yeah, definitely.

N: Is that a fair statement?

S: Yeah, definitely, yeah.

N: Okay, well, I'm going to repeat that question. Are there any aspects of your university or higher education experiences that you feel have had an influence on how you teach games?

S: Um, again, not really. I'd say, again, lecturers all through university. They again were lively characters and you always enjoyed being in their company or you'd always know they were going to crack a joke round the corner. So again, I think we're looking at the personality.

- N: But limited pedagogical impact?
- S: Yeah, no, there's not much of...
- N: What about sports coaches when you were younger, when you were involved with sport?
- S: Um, I remember when I used to play football when I was a kid, I always used to play in goal. Um, always used to five-a-side training. We was always quite good as a Sunday league football team, always quite good, played from about, I think I was about six, something like that, six, seven, up until I was, up to age 16. They had to make use of the football team. On Friday night training sessions we just used to go and play five-a-side football. Before a game, we'd turn up and do a few stretches and then we'd have a bit of a kickabout and then we'd get into a game. We was always quite successful.
- N: It strikes me and again, correct me if I'm wrong and I'm summarising rather than trying to put words in your mouth, but it seems that how you teach games and using this instructional model, has largely come from your involvement here, rather than your past experiences?
- S: Yeah. I think about the football training when I was younger, thinking about it now, in terms of what I've probably learned here as well and the fact that, being involved, enjoying it.
- N: Okay. That's great. What personal developments do you feel you need to make as a teacher to use the model more effectively?
- S: Personal developments as a teacher. Um, I think it may be a wider variety of, I don't know. Probably teaching fashion is the right word. I feel it very much with this unit of work, that between me and you, and I say to people like Bill, when I was training, um, my lessons were always good. Some were like top end of good, some were bottom end of good, and I don't think people did come out of my lessons thinking oh, yeah,

that was wow, that was brilliant, but equally I don't think people out thinking oh, no, that was crap. I always think I'm somewhere in the middle. Um, and I am, I always consciously make an effort to try and obviously be the best teacher I can be. Um, and as much as I laugh and joke and being that funny teacher, and all that, I actually think I'm probably a very good, I think, I'm a very a good teacher. Sometimes you're better than very good, and sometimes it's a little bit worse than very good. Um, in terms of my development, personal development as a teacher, it's possibly easier with more resources, but not for resources sake, though. I have a belief sometimes you can get too much paperwork out. A bit of ICT. But again, I have this belief, sometimes you're just ticking boxes, do you know what I mean? I don't know if I'm becoming cynical, but I'm a bit like, okay, it's good, it looks good, it sounds good but is it actually having any benefit for the kids. Do you know what I mean? Are you going to have it because it looks good for the person who's observing, is it having an impact on the kids, because that's what we're here for at the end of the day.

N: Absolutely. So what developments do you think could be made to the PE department or the school to help you use this instructional model more effectively?

S: It's never going to happen, but I..., watching each other teach is great and I have no delusions to my personality, but I have no problem with people giving me feedback, in fact, I like having feedback because I know where I am and know what I can improve on and if we're able to watch each other teach a bit more, I think everybody's practice would improve.

N: So continuing professional development in terms of observational lessons would be really useful.

S: Yeah, would improve as...

N: Who would you like to see? Who would you like to watch?

- S: In the department?
- N: Yeah.
- S: I think everybody. I think everybody has something to offer. I always go and see Karen teach, because Karen's really good.
- N: Why do you say that?
- S: I think, just from different conversations I have with her and what people say, and her relationship with kids. Um, but again, people get reputations easily and it's hard to get rid, whether it's a good reputation or bad reputation, it's hard to get rid of it. I believe if you give kids a label, then they live up to it. If you tell a kid he can do something, he'll do it. If you tell a kid he's naughty, he's a pain in the arse, he will be.
- N: Couple of questions left. In hindsight, what would you have liked to have received at university to aid your ability to use teaching games for understanding, as you did say that you got nothing, I think, on this particular instructing model at university?
- S: It was never mentioned, never mentioned. It was never mentioned to me.
- N: So what do you feel you need or would have liked to have had at university to help you teach games?
- S: I suppose, in terms of what you said about lesson plans and things, you don't know what you're going to teach in the middle part of your lesson.
- N: Yeah.
- S: I think, well, possibly you can do, from your assessment of the previous lesson. I look back at some of the stuff I did get at uni, and it's more relevant now that I look back then when I actually did it at the time, if that makes sense.

N: What sort of things?

S: Just like teaching [inaudible 41:48] and things that you were told or like record keeping and things like that, or differentiation and all the things that you're taught at the time and I thought, waste of time now, but actually sometimes you look back now and when you have a sort out, you find it might be quite useful, now actually, I've got those propping up the coffee table kind of thing. Well, no, I just try, just have a confidence in your ability of how to do things, what are your beliefs? And how can you act on your beliefs and having the courage to live or die by them if you like.

N: Just as a matter of interest, did you do any work at university that you can remember about learning and learning theories? Did you ever touch on any of that, that you can remember or was it all very teacher orientated?

[bell ringing]

S: In terms of how pupils learn, no, not too much. I think there's a lot more focus on learning here. Um, I think, you know, I mean, that side, it showed me and involved me and all of that, that was mentioned a few times.

N: But learning theories, that kind of stuff, wasn't really part of the course?

S: I think I'd struggle to give you anything now.

N: No, that's fine. If the answer's no, then the answer's no, I don't have a problem with that.

S: No.

N: Is there anything else you want to tell me about your use of the model and your career in teaching, in PE and or games?

S: Um, no. I think we're pretty much covered most of it.

N: Well, can I thank you, a, for allowing me to observe your lessons, to interview you twice, take your planner off you and for you completing the reflective journal. The interview is over at exactly 3.30.

[End of Final Interview with Simon 43:47]

## Appendix 6: Observation guideline sheet

Sensitizing concepts specific to TGfU	Other information & how to observe
<p><u>Initial game</u></p> <ol style="list-style-type: none"> <li>1. developmentally appropriate</li> <li>2. Understand the rules</li> <li>3. Identify principle of play and/or tactical problem and skill requirements</li> </ol> <p><u>Skill teaching</u></p> <p><u>Modified game</u></p> <ol style="list-style-type: none"> <li>1. Developmentally appropriate</li> <li>2. Exaggerated to emphasise tactical problem</li> <li>3. Teacher uses clear communications for learning in game situations</li> <li>4. Teacher uses high rates of feedback during game situations</li> </ol> <p><u>Problem-solving</u></p> <ol style="list-style-type: none"> <li>1. Use of open ended questions</li> <li>2. Pupils given time to think about answering questions</li> <li>3. Pupils answering questions &amp; solving problems socially</li> <li>4. Pupils listening, questioning, negotiating &amp; questioning</li> <li>5. Pupils making tactical decisions</li> <li>6. Pupils understand how to set up learning tasks</li> </ol> <p><u>Teaching and learning What, When and How</u></p> <p><u>Assessment (if appropriate)</u></p> <ol style="list-style-type: none"> <li>1. In the game</li> <li>2. Tactical decision-making</li> <li>3. Skill execution</li> </ol> <p><b>In short</b></p> <ol style="list-style-type: none"> <li><b>A. Problem setting and open-ended questioning (pupil ownership)</b></li> <li><b>B. Peer/social interaction</b></li> <li><b>C. Authentic/relevant learning experiences</b></li> </ol>	<p><u>Background information on</u> (before first lesson) The teacher The pupils/class</p> <p><u>Key information</u> Teacher name, date, venue, lesson number, class ability, activity</p> <p><u>Aims, objectives, outcomes</u></p> <p><u>Describe the setting – factual and accurate</u> Facts – organisation/structure of lesson; number of pupils Events – what happens, type of communications Behaviours/qualities – facilitation, teacher friendliness, pupil interaction (Key words, phrases, dialogue)</p> <p><u>Reflective comments</u> Own behaviour &amp; activities Frame of mind On methods employed Ethical issues Reactions to the observation Interpretations, beginning analysis, what it might mean (Put reflective comments in brackets)</p> <p><b>In short</b></p> <ol style="list-style-type: none"> <li><b>A. Descriptive</b></li> <li><b>B. Reflective</b></li> </ol>

## Appendix 7: Field notes from observed lesson (Karen)

<b>Teacher</b>	Karen
<b>Year group</b>	7
<b>Group / Population</b>	1/2
<b>Game category and activity</b>	Net Volleyball
<b>Teaching week / Date</b>	1: 16/03/11
<b>Period</b>	2 (10.15-11.15am)
<b>Venue</b>	Sports hall 2
<b>Lesson number</b>	4/10
<p><u>Sports hall</u> is 20 x 20m; wooden floor; two badminton courts; four basketball rings (two on each side of the hall); dividing curtain to split the hall into two halves if required; three exits (two on one side of the hall, one of the other side of the hall); one very big cupboard for larger equipment opened by metal shutters and one smaller equipment cupboard. Staff room is visible through window at one end of the hall allowing viewing into the sports hall; two large whiteboards on opposite walls and one smaller whiteboard. Lighting means the hall is bright; air conditioning is loud and temperature is cool.</p> <p><u>Prior to the lesson</u></p> <p>There are 11 table tennis tables up against one of the walls and another against another wall. Two benches are against two of the walls. One small table is under the window. A bag and box of volleyballs together with a set of discs are next the whiteboard.</p> <p>My behaviour</p> <p>I arrived in the PE staff room at 10.00am and began to write up my own feelings. Felt relaxed and was able to gain access to the sports hall at 10.07am. I was aware that this was lesson four and I felt with Karen that a consistent picture was beginning to emerge with regard to how she structured her lessons. She entered the hall and said hello. I gave her a written copy of the previous lesson's filed notes and she could not believe how detailed they were.</p> <p>Warm-up</p> <p>The girls began to enter the hall at 10.24am. The girls have been told to sit down by the whiteboard. The teacher enters the hall at 10.25am and having pulled the trainers off one girl insists that all the girls tie their laces correctly. The teacher cleans the whiteboard and rubs the ink onto one girl's knees. She asks for a volunteer to complete the mobility and then tells one girl to complete the task. Another girl is made responsible for the aerobic part of the warm-up. The girls move to the other end of the hall and begin a number of mobility exercises. The girls are a little chatty but all are on task. The teacher writes a number of learning objectives on the whiteboard:</p>	



To start to consider lifting the ball higher

To volleyball the ball with correct technique

To be able to direct the ball during the serve and volley

She then jogs over to the girls and gives some advice and a demonstration of how a particular exercise should be done.

Girls are told to get in pairs and face each other in the middle of the hall. They have to run to the wall behind them and get back to the middle before their partner. This is repeated with a sidestep, hands behind your head and then with knee raises.

Pupils are told to sit by the whiteboard and read the learning objectives

“somebody remind what we did last lesson”

“What does volley mean?”

“We also spoke about where we would want to hit the ball over the net”

“We are going to look at the right technique for hitting the ball over the net”

“We are going to recap the previous game”

The girls put on their usual coloured bibs and sit on their usual courts. The girls were told to replicate the previous game with two girls playing and two sitting at the rear of the court observing. The instructions for the game (in terms of catching, volleying and passing was written on the board for the girls to see).

“Tell me what that task was?” The key point made by a pupil and reinforced by the teacher was hitting the ball over the net when close to the net.

The teacher demonstrated how the hands are placed for the dig technique. The class copied the teacher three times and the teacher helped four pupils with this aspect. The teacher then gave a number of teaching points with the pupils standing up. She demonstrated the practice in two's with one ball

Technique practice

One pupil passed the ball underhand to her partner who digs the ball back to the feeder.

“What was one of the first things we need to consider in this lesson?” After a number of answers it was agreed that the necessary requirement was height. The teacher informed the girls to get under the ball and keeping the arms straight. The teacher makes a number of positive comments to individual girls while observing the whole class.

Girls are asked to come and sit by the whiteboard. Girls are asked to repeat the hand position again. The teacher informs the class this is known as the forearm pass.

Second game – catch – pass – forearm pass – forearm pass or catch and serve over.

(Game too difficult in the first instance; girls cannot execute the correct technique and in many occasions cannot remember the order of strokes. The girls begin to remember the order of strokes but the techniques is still poor and means most girls catch the ball rather

than forearm pass the ball over.

A demonstration is provided by two girls which is successful and the girls receive a round of applause and the pairs from the rear of the court replace those on the court. The teacher continues to circulate around the hall observing and making positive comments assisting one girl with her service pass. A pupil comes into the lesson late and provides the teacher with a note. She then sits on a bench.

(the standard of the games is getting better)

Plenary

Girls told to come and sit by the whiteboard.

“we are looking really good”

“Show me the technique we have learnt today”

Using that technique what did it help us with today?” – the teacher commented on various teaching points to make the skill better.

Class dismissed at 11.10am. The teacher insisted that there was a straight line before the girls could be dismissed.

## **Written up field notes**

### **Prior to the lesson**

There were 11 table tennis tables up against one of the walls and another against another wall. Two benches are against two of the walls. One small table is under the window. A bag and box of volleyballs together with a set of discs are next the whiteboard.

### **Introduction**

The girls began to enter the hall at 10.24am. The girls have been told to sit down by the whiteboard. The teacher enters the hall at 10.25am and having pulled the trainers off one girl insists that all the girls tie their laces correctly. The teacher cleans the whiteboard and rubs the ink from the whiteboard onto one girl's knees. She asks for a volunteer to complete the mobility and then tells one girl to complete the task. Another girl is made responsible for the aerobic part of the warm-up.

(The teacher appears to be in a good mood and is playful with two of the pupils).

### **Warm-up**

The girls move to the other end of the hall and begin a number of mobility exercises. The girls are a little chatty but all are on task.

(The girls although chatty are clearly capable of working independently and listening to their peers and following their instructions. Although the teacher has to raise her voice on occasions to get the girls to listen and follow instructions they all get down to work when told).

The teacher writes a number of learning objectives on the whiteboard:

To start to consider lifting the ball higher

To volley the ball with correct technique

To be able to direct the ball during the serve and volley

(The learning objectives are all technique and skill orientated. There is no mention of tactical aspects)

The teacher jogs over to the girls and gives some advice and a demonstration of how a particular mobility exercise should be done. The girls are told to get in pairs and face each other in the middle of the hall. They have to run to the wall behind them and get back to the middle before their partner. This is repeated using a sidestep, hands behind your head and then with knee raises.

(The purpose of the warm-up is not evident or made apparent to the pupils. Once again, mobility exercises occur before aerobic exercise (which is very short and fast and is therefore anaerobic in nature. The relevance of the movements performed to what follows is not apparent. This pupil led warm-up appears to take place to fulfil a learning outcome from the pupil record card).

### Class discussion

The pupils are told to sit by the whiteboard and read the learning objectives. The teacher asks the class two questions:

“Somebody remind what we did last lesson”

“What does volley mean?”

Some of the pupils raise their hands and are invited to answer. The teacher stated that “we also spoke about where we would want be to hit the ball over the net.” She informed the group that “we are going to look at the right technique for hitting the ball over the net” and “we are going to recap the previous game.”

(The teacher in asking the girls what we did last lesson and recapping the game from the previous lesson is providing authentic and/or relevant learning experiences for the class. There is an emphasis upon using the right technique. The question and answer approach is teacher led and provides no opportunity for pupil reflection or social interaction).

### Initial game

The girls put on their usual coloured bibs and sit on their usual courts. The girls were told to replicate the previous game with two girls playing and two sitting at the rear of the court observing. The instructions for the game (in terms of catching, volleying and passing was written on the board for the girls to see). Nonetheless, the girls were required to remember the last game from the previous lesson. This game lasted four minutes and 37 seconds.

(There was no explanation of the rules although this did not seem necessary. The game appeared developmentally appropriate in that they could all play. Some of the girls had forgotten the correct order of the catching, volleying and passing but this problem disappeared very quickly. There was no mention of a principle of play or tactical problem)

### Class discussion

The class were told to come and sit by the whiteboard. The teacher asked the group “tell me what that task was?” The key point made by a pupil and reinforced by the teacher was hitting the ball over the net when close to the net.

(This was a tactical aspect but the pupils did not have a chance to put this tactical point into practice because the teacher moved onto technique teaching).

The teacher demonstrated how the hands are placed for the dig technique (which she called a forearm pass). The class copied the teacher three times and the teacher helped four pupils individually with their hands position. The teacher then gave a number of teaching points with the pupils standing up including getting under the ball, keeping the arms straight, bending knees and the correct hand position. She demonstrated the practice using herself and a pupil with one ball.

### Technique practice

One pupil passed the ball underhand to her partner who digs the ball back to the feeder. The pupils practised this in free space for two minutes and 17 seconds before the teacher stopped the practice and asked “what was one of the first things we need to consider in this lesson?” After a number of answers it was agreed that the necessary requirement was height. The teacher informed the girls to get under the ball and keeping the arms straight. The teacher makes a number of positive comments to individual girls while observing the whole class. The practice continued for another three minutes and five seconds.

(There is no evidence of progression within the task or differentiation: all the pupils are doing the same task. The only differentiation, which is purely by accident, is how the ball is being fed and the distance between the two pupils which has not been mentioned by the teacher).

### Class discussion

Girls are asked to come and sit by the whiteboard. Girls are asked to repeat the hand position again. The teacher informs the class this is known as the forearm pass.

(The teacher appears very concerned that the girls have good technique and is reinforcing this aspect with repetition of the correct technique for the hand position).

### Modified game (catch – pass – forearm pass – forearm pass or catch and serve over).

The ball is caught then passed to the teammate who is standing close to the net. She uses the newly taught forearm pass and attempts to pass the ball close to the net and her partner moves to the net to receive the ball. This can either forearm pass the ball over the net or catch it and then serve pass it over the net). The game lasts 8 minutes and 27 seconds.

(The game is emphasising the tactic aspects of where the ball should be played in addition to how the skills should be completed. The game has been modified in terms of number of players (2); the size of the court being used (smaller); the skills required and options available to the girls particularly the serving pass (which is not used in the adult game during a rally) and the net being lower (using advertising boards as previous lesson). The game is initially too difficult because the majority of girls cannot execute the correct technique of the forearm pass and in many occasions cannot remember the order of strokes. The girls begin to remember the order of strokes but the techniques is still poor and means most girls catch the ball rather than forearm pass the ball over. The teacher does use clear communication for learning in this game repeating the same points regarding where to hit the ball over the net and assistance regarding how to play various strokes. The amount of feedback is neither high nor low in amount. The pupils are learning what skills to use (although they are not strictly the correct ones from the adult version of the game); when to use them (as previous point) and how to use the skills).

The teacher asks two girls to provide a demonstration which is deemed successful by the teacher and she tells the class to give the two pupils a round of

applause. The pairs from the rear of the court replace those on the court. The teacher continues to circulate around the hall observing and making positive comments assisting one girl with her service pass. A pupil comes into the lesson late and provides the teacher with a note. This pupil sits on a bench.

(The standard of the games is getting better. The girls are trying to get the ball to the front of the court before playing it over the net but the technique of the forearm pass is often preventing this from actually happening).

### Plenary

The girls are told to come and sit by the whiteboard. The teacher remarks to the class “we are looking really good.” She asks the group to “show me the technique we have learnt today.” The class showed the teacher the technique for the forearm pass and the teacher asked “using that technique what did it help us with today?” The teacher commented on various teaching points to make the skill better.

(The comments made the teacher re-emphasised the technique and how to perform the skill of the forearm pass rather than its tactical purpose).

The class were dismissed at 11.10am. The teacher insisted that there was a straight line before the girls could be dismissed.

### Additional reflective comments (previous comments in brackets)

The lesson was largely structured around the TGfU model despite a largely irrelevant warm-up. Unlike the previous lesson the skill/technique teaching was based around achieving good technique and tactically passing the ball in the ‘correct’ place. This lesson was heavily based around the acquiring of the correct technique to perform a skill in the game situation. Pupils are given an opportunity to work independently in the warm-up (although this I feel is NCPE levels/assessment driven). The questioning and answering approach and the learning theory adopted is largely behaviourist in nature. The tactical aspects are lead by the teacher in that she told the pupils where to move and hit the ball the ball over the net. There is no problem setting and social interaction. This is somewhat disappointing given it appears this class is capable of working independently. The pupils are making tactical decisions in the game but this

minimal and largely led by the teacher who has laid out the rallying order/format. Pupils do have some choice where the ball is eventually hit over the net. The lesson does have the same tactical issues found in the adult game and is modified very effectively for these pupils. The lesson is largely game-centred and learner centred although the pupils require help with regard to the skill of the forearm pass. Peer/social interaction is taking place to a very limited degree (self management, relationship skills) in the largely irrelevant warm-up. There is no 'real' open ended questioning or problem-solving in the lesson. Pupils are not encouraged to discuss, reflect or question in terms of solving problems. It is teacher-led. Authenticity/ relevant learning experiences are based largely around recapping the previous lesson's content and learning objectives.

#### Completing the observation/field notes/ writing up field notes

I arrived in the PE staff room at 10.00am and began to write up my own feelings. Felt relaxed and was able to gain access to the sports hall at 10.07am. I was aware that this was lesson four and I felt with Karen that a consistent picture was beginning to emerge with regard to how she structured her lessons. She entered the hall and said hello. I gave her a written copy of the previous lesson's filed notes and she could not believe how detailed they were.

I had one table, my laptop computer and observing guideline sheet at hand. I did not examine or refer to observation guidelines during the observation. I was able to record more of what was being said by the teacher on this occasion although I did not get out of my chair to do so. I was a little disappointed by the lesson. Having felt a tactical focus was beginning to be a consistent priority of the lessons this lesson was technique focussed. However, on reflection the structure of the lesson was as previous lessons; the difference was the emphasis on technique and very limited/no social constructivist learning.

The writing up of the field notes took place between 12.30 – 1.50pm on the day of the observation. This was effective given my recall of the lesson was good and I was able to add greater detail of the lesson and, in addition, add detailed reflective comments.



### Possible initial units for coding

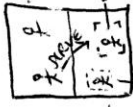
Behaviourist learning; correct technique teaching; game modification; learner / independent responsibility; game-centred; no tactical problem set.

## Appendix 8: Lesson planner (Karen)

Lesson No.	Lesson Objectives					Previous work	Activity	Range of NC Levels
	2.1 Developing skills in physical activity	2.2 Making and applying decisions	2.3 Developing physical and mental capacity	2.4 Evaluating and improving	2.5 Making informed choices about healthy, active lifestyles			
1	<p>Volleyball</p> <ul style="list-style-type: none"> <li>to gain an understanding of the volleyball game.</li> <li>to develop ball handling skills.</li> </ul>					<p>Initial assessment activity</p> <ul style="list-style-type: none"> <li>→ Pupils got warm up.</li> <li>→ In small groups try to keep the ball up in the air using any body part then just using hands.</li> <li>→ throw the ball in the air catch it sitting down.</li> <li>→ " " catch it high.</li> <li>→ " " catch it low.</li> <li>→ turn around let it bounce then catch it.</li> <li>→ 1v1 game over bench.</li> <li>→ when the ball to bounce.</li> <li>→ push over under arm.</li> <li>→ 4v4 ball can bounce on.</li> </ul>	<p>Some pupils demonstrated a basic understanding of the volleyball game. Most have reasonable ball handling skills - must learn not to slap the ball.</p> <p>→ Next lesson perhaps go back a place look at catching the ball first before putting it over.</p>	<p>Key questions / General Comments</p>
2	<p>Volleyball</p> <p>movement around court</p> <ul style="list-style-type: none"> <li>to be able to identify space on the court + be able to target that space.</li> <li>to secure appropriate pass / hit to team mate.</li> </ul>					<p>Game 1 → catch / stop the ball throw it back.</p> <p>Game 2 → add on to mate 1 pass</p> <p>Game 3 → specific pass → intro to serve technique</p>	<p>Progression of games</p> <p>started with specific pass / serve. Moved the game down and was less accurate than throwing. However, Matt were able to perform the skill.</p>	

K/10

<p>consequence</p> <p>to explore ways of volleying the ball.</p> <p>to adopt the appropriate pattern on court</p>	<p>2v2 games.</p> <p>Game 1: recap from previous lesson. Let's stop the ball. <del>Let's</del> Specific part.</p> <p>Game 2: Catch / Stop the ball. Pass to partner they way it's back.</p> <p>Game 3: " " "</p> <p>Specific pass over the net.</p> <p>All cases set up with dome sign to give more height to pass game from stop - the ball, throw to partner, partner volleys back, specific pass / serve over. Intro to forehand pass / dig technique. Focus on getting under the ball and lifting!</p>	<p>Pupils demonstrate in a progression!</p> <p>They were responsible for observing + giving feedback</p> <p>Resistant -&gt; volleying is a very difficult concept don't give up!</p>
<p>5</p> <p>for receiving the ball + volleying the ball.</p> <p>to be able to direct the ball to a targeted (partner)</p>		
<p>6</p> <p>Volleyball.</p> <p>to start to consider lifting the ball higher.</p>		
<p>7</p> <p>to volley the ball with improved technique</p> <p>to be able to direct the ball during a serve (specific pass)</p>	<p>All cases set up with dome sign to give more height to pass game from stop - the ball, throw to partner, partner volleys back, specific pass / serve over. Intro to forehand pass / dig technique. Focus on getting under the ball and lifting!</p>	<p>Pupils volleying ability had improved - most were able to use the correct technique.</p> <p>Milly, Rhianon, Kara, Brooke - Kellie -&gt; Having to apply the tactical strategies.</p>
<p>8</p>	<p>one. Intro to forehand pass / dig technique. Focus on getting under the ball and lifting!</p>	<p>Emma, Ursula need further guidance.</p>
<p>9</p>	<p>Assessment activity/core task</p>	<p>Update record card</p>
<p>10</p>		

<p>to develop the accuracy of serving</p> <p>to respond to a serve with a dig or forearm pass</p> <p>11) lift the ball high.</p>	 <p>Set out target area on court.</p> <ul style="list-style-type: none"> <li>serve to person in target area</li> <li>2 points for getting ball to target area</li> <li>1 point for just over the net.</li> </ul> <p>serve - respond with the dig - lift high so partner receives the ball above their head.</p>	<p>Pupil serving accuracy &amp; technique improved during the first test, however target about the other half referring to the game.</p> <p>pupils must remember to move to an appropriate position.</p> <p>Pupils decide if they want to allow the ball to bounce.</p>
12		

- to be able to set the ball.
- to gain more height during game play.
- 2 courts with net, 1 court with dome sign.
- 5 serves, 5 digs with partner focusing on technique and accuracy (set straight into partner's hands)
- Repeat game from last lesson trying to dig the ball high so partner can catch above head.
- Basic intro to set - key features, triangle, fingers spread, fingers, push up, hands.

- to understand the 3 back game play.
- to develop tech of set.

- Pupils led w-up with some guided dynamic stretchers.
- Pupils in teams of 4 (2 observe at all times) All 3 players to touch the ball then throw the ball over. (tagging the space) - hot potato.
- Set shot still practicing - lying on floor.
- Back into games try and use / apply the appropriate skill.

- Going back to throw and catch noted really well with the group - they were thinking more strategically.
- Most pupils were able to complete set shot task with reasonable accuracy.
- Didn't apply the skill to the game as well as they could have.

- To apply skills to competitive / tournament game.

- In teams pupils to spend time practicing any skills they wish.
- Games - ball can hit floor no more than once.
- to use appropriate shots where possible.
- Record results on the board.

- Pupils enjoyed the competitive experience.
- Pupils are able to explain key features of skills through Q + A however cannot always demo this in their tournament abilities

**Appendix 9: Abridged self-reflective journal (Bill)**

# Reflective Journal

Teacher: Bill

***Year group:*** 7

***Group/population:*** 4/2

***Game category:*** Net

***Venue:*** Sports hall 1

***Total number of lessons taught in the unit:*** 10

**Timetable:** *Week 1 & 2* – Monday period 2

& Tuesday period 3

**Purposes of the journal:**

1. Provide you with an opportunity to personally interpret your teaching and ascribe personal meaning to actions and events within the lesson.
2. Provide you with personal evidence in order for you to contemplate how you might develop your teaching and your pupils learning.

**Instructions for completing your reflective diary**

1. Write in the first person, as if you are writing a letter to a friend.
2. The comments should be personal in nature. There are no right or wrong comments.
3. Please complete the diary as close to the lesson as possible. Immediately after the lesson would be ideal but it should be completed by the end of the day to avoid problems of memory recall.
4. Please write in full sentences. However, do not worry too much about the quality of the writing: spend more effort on what to write.
5. Do not feel you have to complete every section for every lesson. The questions are there to guide you not confine your reflection. Use the 'any additional comments' box to enter any other reflections that are meaningful to you.

Monday 31<sup>st</sup> January 2011

Activity: OO NWR Bid

What were your goals for the lesson? (aims, objectives, outcomes for example):

Plan ahead to try and outwit your opponent.

Start the rally with a good serve.

Respond when my opponent tries to outwit me.

Emphasis was placed on the serve being the only shot in the game where the player is in full control and how this creates times to plan how to outwit their opponent. The return (often called clear is often the response...)

What did you teach? (outline of the lesson) Students warm-up themselves with some focus on 3 part warm up. Students then moved

on to modified throwing games to try and re-emphasise importance of body position and their throwing action. Students then moved on to developing serving (below the waist contact was the only condition) - which often leads to overhead clear as a return. Students generated the kicking points for the serve. Students also mechanically adjusted their peck body position and arm action where they knew fit

How did you teach the lesson? (your approach to the lesson)

The lesson was taught (almost throughout) through modified games. A brief period of repetitive serving was ~~was~~ included but soon returned to the game situation. Comparisons/contrasts were made to other net/wall games were made ie throwing/holding the ball 6" in table tennis compared to dropping shuttle from

What influenced what and how you taught? feathers to avoid wobble (flight)

Primarily this was based on success / areas for development from the previous lesson (and previous net/wall games)

My intention remains to try and deliver the lesson through modified games as much as possible to develop understanding (technique will follow!)

What, if anything was satisfying about the lesson?

How the students came up with the teaching points for the serve.

How the students mechanically adjusted their peck body position and arm action

How the students identified on the whiteboard when successful returns were being played from and from this,

What, if anything was dissatisfying about the lesson? Concluding where shots ought to be played to outwit opponent

Technically there is still

Some improvement to be made. However I feel

this will come with time. My main concern

is their understanding of the game (and similar/other games).

I did have a concern approaching the half way mark of the lesson when I was not sure if I was putting my point over correctly but it started to piece together in the end. I was not at the lesson



How successful were the pupils in playing the game?

Students were effective in playing the games. Technically, as I have previously said, there is still room for improvement. Their understanding of the concepts of the game is pleasing.

If you could re-teach the lesson, what aspects would you change?

I don't necessarily see lessons as stand alone periods of time, but blocks/groups with gaps in them. I am conscious that some pupils require some additional support, either from myself or their peers (e.g. from other students & video clips) - I will try to address this.

Describe anything that happened during the lesson that you found significant.

Students still altered their technique slightly between throwing and playing overhead shots as was apparent in the demonstration when the racket was replaced with a shuttle. This was significant because... racket was replaced with a shuttle even though the body position was not adjusted. However other boys executed shots 'correctly'.

Any additional comments

but missed the shuttle simply as a result of timing.

The most pleasing and significant aspect of the lesson was the increased/improved understanding of what they should do and how they ~~might~~ could outwit their opponent. Some pupils also identified that to be successful in a rally the shuttle would go close to the net if they were trying to <sup>ground</sup> the shuttle in the front of the court and that it would travel high to beat their opponent in their back court.

## Appendix 10: Informed consent form



### Department of Education

**Primary researcher:** Nick O'Leary

**Supervising Researchers:** Dr. Sam Carr and Dr. Sue Martin

#### Teaching Games for Understanding and Occupational Socialization

**Objective:** The objective of this project is to investigate the influence of occupational socialization theory on Physical Education teachers' interpretation and delivery of Teaching Games for Understanding.

**Programme:** PE teachers' interpretation and teaching of games is influenced by their childhood experiences of PE, sport and physical activity; their teacher training and experiences as a qualified PE teacher. This project involves your normal engagement in teaching games to a class of students. Data will be collected by interviews, observation of lessons and teacher reflective journals. An interview will take place before the first observed lesson and after the final lesson observation. The interviews should last no more than 75 minutes. Lesson observations will be carried out by the primary researcher and field notes will be recorded. One lesson will be filmed to aid analysis. A small number of shorter interviews will take place based upon the data collected. You will be asked to complete a brief reflective journal following lessons to ascertain your lesson experiences. I require you to teach as you would normally do; record your experiences and answer questions as honestly as possible. I hope the data obtained and subsequent analysis will allow you to reflect upon and develop your games teaching. There are no physical risks involved in this study and the possible social and psychological risks are minimal.

**Confidentiality:** All data will be treated as strictly confidential and in line with the code of conduct of the British Educational Research Association (BERA). Your data will be stored in a locked cabinet at the primary researcher's home and eventually destroyed in accordance with the Data Protection Act, 1998. All information will be recorded without names, with a code created by the researchers. The only people with access to the data will be the primary researcher and supervising researchers. You will have access to data that is relevant to you. Data will be used for doctoral study and may be published in academic journals and presented at educational conferences. Throughout dissemination of the study your entitlement to privacy and rights to confidentiality and anonymity are guaranteed.

You are free to withdraw from participating in this research and withdraw use of your data at any time without any negative pressure or consequences.

#### **Please place a cross box to confirm that:**

1. You have read and understand the information sheet for the above study and have had the opportunity to ask questions.
2. Understand that my participation is voluntary and that I am free to withdraw at any time without giving any reason.
3. Agree to take part in the above study and agree to the terms set.

☐☐☐

Name of participant: -----

Signature of participant: -----

Date: -----

If you require further information, please contact:

Nick O'Leary Telephone: 01902 323176 (9.00-5.00pm) or email [N.OLeary@wlv.ac.uk](mailto:N.OLeary@wlv.ac.uk)

